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ABSTRACT

Intended for all those working with handicapped children, the manual provides guidelines for the understanding and implementation of P.L. 94-142, the Education for All Handicapped Children Act. Chapter 1 contains an introduction to the highlights of the law and a statement of what is required of the educational community for compliance. The next chapter provides suggestions for ways to explore the law and its implications and includes activities appropriate for training workshops. The third chapter offers activities for both students and adults to explore attitudes toward human differences. The following chapter provides a comprehensive picture of least restrictive environment designs which can be implemented as alternatives to either full-time special or full-time general education class placement with emphasis on new cooperative roles for both regular and special educators. Chapter 5 is intended to introduce the general educator to a variety of disabilities and appropriate classroom approaches. A list of agencies serving the handicapped is appended to this chapter. Finally, chapter 6 discusses materials, methods and techniques in special education and charts long term learning objectives from the elementary through high school levels. Appended are a bibliography of professional, parent and student multi-media and print materials, a list of test descriptions for the assessment of learning capabilities and disabilities, and a reprint of Public Law 94-142. (DB)

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BOARD OF EDUCATION • CITY OF NEW YORK
DIVISION OF EDUCATIONAL PLANNING AND SUPPORT

CREATING LEAST RESTRICTIVE LEARNING ENVIRONMENTS: A GUIDE FOR MAINSTREAMING

EC 200 516

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CREATING LEAST RESTRICTIVE LEARNING ENVIRONMENTS: A GUIDE FOR MAINSTREAMING

DEPS BOARD OF EDUCATION • CITY OF NEW YORK
DIVISION OF EDUCATIONAL PLANNING AND SUPPORT

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Foreword

Today the educational needs of children with handicapping conditions are among the major concerns of the entire educational community.

Public Law 94-142 and its mandates to provide a free appropriate education for all pupils in the least restrictive environment have given impetus to meeting the challenges implicit in that concern.

We are pleased to offer this publication to all educators in the New York City school system as a resource and guide in establishing optimum learning environments in all of our schools for all of our children.

Helen M. Feulner
Executive Director
Division of Special Education and
Pupil Personnel Services

Arnold Webb
Executive Director
Division of
Educational Planning and Support

Acknowledgments

This curriculum bulletin, **Creating Least Restrictive Learning Environments: A Guide for Mainstreaming**, was prepared as a cooperative project between the Division of Educational Planning and Support, *Arnold Webb*, Executive Director and the Division of Special Education and Pupil Personnel Services, *Helen Feulner*, Executive Director.

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The following people granted interview time to describe the least restrictive environment designs of programs they are currently involved in:

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Chapter VI was written in collaboration with:

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Tom Vega, Unit Head, Dissemination Unit, supervised the production. *Joseph Feld* was responsible for the overall graphic design of the book. *Peter Gradsten* prepared the publication for printing. *Dora Perks, Alaire Mitchell* and *Rosemary Stroer* edited the manuscript.

dedicated to . . .
all children

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Introduction

This resource guide has been prepared for you: special and general education teachers and administrators; the parents of the typical or exceptional child; teachers of teachers; students preparing to become teachers; bus escorts and drivers; school custodians and anyone else involved in and concerned with children with special education needs. It is hoped that you will find this a valuable guide for understanding and implementing the legal and human mandates contained in PL 94-142, the Education for All Handicapped Children Act.

There is much for each of us to do to assure that the promises contained in this landmark law become a reality for children with disabilities. Each chapter of this book addresses itself to an aspect of the task to be accomplished if *all* children with handicapping conditions are to have a quality education in a least restrictive environment. Chapter I contains an introduction to the highlights of the law and a statement of what is required of the educational community for compliance.

A first step for those involved in implementing PL 94-142 is to gain a firm knowledge of the law. Chapter II provides suggestions for teachers, parents, administrators and students for ways to explore the law and its implications. If there is to be a partnership in and commitment to implementation, everyone in the school community will need to be oriented to the significance of the law. The workshop activities presented in this chapter should be helpful in effecting this orientation.

The implementation of least restrictive learning environments will bring handicapped and non-handicapped children together in a variety of integrated academic and social settings. This increased coming-together will open relatively new experiences for many students, teachers and parents. A host of feelings and attitudes are likely to arise as change occurs and learning environments become less restrictive. Opportunities will need to be provided for all to share and explore their questions, concerns, fears and hopes. Chapter III presents suggested ways in which teachers, parents and students can engage in an exploration of attitudes toward human differences.

The creation of least restrictive learning environments will call for the innovation of alternative instructional designs to meet a broad spectrum of individual students' needs. Chapter IV provides a comprehensive picture of least restrictive environment designs which can be implemented as alternatives to either full-time special or full-time general education class placement. Alternative instructional designs will, in many instances, call for changing roles for both special and general educators. Ways for enhancing increased cooperation between special and general educators are discussed in this chapter.

As children with disabling conditions increasingly join with typical children in shared academic and social experiences, the general educator will need to become more knowledgeable of the characteristics and needs of diverse disabling conditions. The general educator will also need to gain knowledge of classroom approaches which will accommodate children with special education needs in the least restrictive environment. Chapter V introduces us to the behavioral characteristics of a variety of disabilities. Classroom approaches for meeting the educational needs associated with these disabilities are presented. This chapter stresses the important fact that the general education teachers is not expected to develop special education expertise, but, rather, an appreciative understanding of diverse handicapping conditions. This comprehensive and respectful knowledge will prepare the general education staff to welcome with a feeling of confidence and skill, the exceptional child. The rest – the specific expertise – must come from partnership between and among the general educator, the special education resource teacher and other supportive personnel.

Special education is more than a designation or categorization. Special education is a process whereby a student's learning style, strengths and weaknesses, are assessed for the purpose of individualizing the learning experience. This process of specializing childrens' education, of helping them to master learnings through a matching of instruction to current educational need, is a method appropriate for all children not just those with special education needs. Chapter IV provides an overview of this teaching - learning process. A fictional portrait of "Ricky" and his specialized educational experiences in a least restrictive environment illustrates the process of identification, assessment and individualized educational planning. The partnership between special and general education personnel and the right and responsibility of parental involvement in this process are stressed.

This publication is intended to be a functional guide. The appendices, therefore, contain a comprehensive bibliography of professional, parent and student multi-media and print materials which should aid you in preparing workshops and classroom activities. A listing of agencies serving people with discrete disabilities is also provided. Please feel free to reproduce any portion of this handbook for sharing with others.

Last, but certainly not least, let us remember that every law has both the stamp of the "letter " and of the "spirit." The "letter of the law" requires compliance with its mandates. However, compliance solely with the "letter of the law", no matter how commendable, will in no way assure that the "spirit of the law" becomes a living reality. This book has been written with the hope that it may be a stepping stone toward a time when each of us in the school and the broader community will see with the heart how the perfection of human life lives behind any visible difference which the eye can see. What better place to begin our journey than with the children?

Judith Schmidt

SOCIETY'S CHILD

I am society's child; Who am I?
I am your lack of understanding.
I am all of your fears.
I'm the "What if" of your thoughts –
The "What if" meaning simply –
If I were you and you were me.
Your fears are my pain.
You are my true handicap.
You are my doubts and incapabilities.

I am the dislike to your eyes.

You are my prison and jailer.
You are the law of my happiness.
I must look like you
To have a full life in your world.
I am the example of medieval ignorance.
You have yet to learn that
I am human, like you. Yes that's right –
Does that surprise you?
Yes, you may be amazed
Because even though you are
Normally human by the law
Of nature on the outside –
How honestly can you measure
The humanist of your heart and soul?

What do your thoughts tell you
When you see a handicapped person?
What truth lies in your soul?
What feeling strikes in your heart?
Pity? I want not your pity.
Though I gladly give you mine.
Have you learned of equality?
Do you truly belive that –
"We the people are equal" (etc.)?
No, my fellow human being.
No person is equal to another.
We are only equal to ourselves.
We are different in countless ways.
And the same in many also.
I give you my forgiveness gladly
For you are normal in our
Social structure; and that
Is your handicap. I give my pity
For it is no more your fault
That you were born normal
Than it is my fault
That I was born abnormal.

I pity you that you may
Never have the chance to
Feel my pain or know my feelings
About being "Society's Child."

You see, I have the chance
Of being normally aceptable
In the world's social structure.
I know one side of the coin
From birth, and I am
Flipping over to the other side.
"The abnormal and the normal."
Yes, even when I am acceptably normal
In your eyes, I still shan't
Ever truly be like you.
The thought disgusts me
To the very core of my beliefs.
God blessed me at my birth
And I shall not be reformed to
The average person's feelings of the abnormal.
I shall not be the one
To inflict the pain;
Nor will I be his prison or jailer.

Can you do the same?

Angela Tucker
Student

SOCIETY'S TEACHER

As your teacher, I will strive
To create an atmosphere for living and learning.
I will strive to fashion it to where you are,
For as long as you need to be there.
In this way I will try to assure you
The repeated successes which you will need
As you grow. At the same time,
I shall not protect you from the falls
Which are also a part of growing.

As your teacher, I will strive to grow too.
I will look my fears of differences,
and my own differences, in the face . . .
I know that if I am not the jailer
Of my own differences, I shall not
Be your prison.
As I grow to celebrate my own unique self,
I will be able to guide you to accept,
Appreciate and celebrate yours.

As your teacher, I will teach you
About the measurement of known things . . .
And we will also learn of the
Immeasurable courage and capacity
Of the human body and spirit.
As your teacher, I will strive not
To pity you . . . no less, or more, than I pity
My own differences . . .
Your differences are yours and you
Are infinitely more than what my eyes can see . . .
Just as I am infinitely more than yours can see.

Yes, we are different in countless ways
And, yes, we are more the same in our humanity
Than we are different.
This, our common humanity, shall be the key
Which opens the prison door.
No longer shall there be the jailer and the jailed
But, rather, people – you and I
Celebrating one another
With a free mind and open heart.

Judith Schmidt

Chapter One

"... no longer is it necessary to have change happen to us, or to let it be imposed upon us from without. We can rise up from within to meet new challenges in an anticipatory fashion."

Wolf Wolfensberger, *Normalization: The Principle of Normalization in Human Services* (Toronto: National Institute for Mental Retardation, 1972), p. 123.

The Challenge of Change

Complying with Public Law 94-142: *Education for All Handicapped Children Act of 1975*

The federal *Education for All Handicapped Children Act*, which became law on November 29, 1975, mandates that all who are involved in and dedicated to a quality educational process provide optimal educational experiences for every handicapped student within the least restrictive environment. A copy of the Act may be found in the Appendix to this book.

This mandate, Public Law 94-142, is a landmark in a long struggle to gain equal educational opportunities for the disabled. Although written for the human and legal protection of those with handicaps, the beliefs, values, and attitudes which are inherent in the Act are relevant to the education of all students.

Implicit in the Act are these philosophical foundations of effective education.

- The school provides conditions of daily living which approximate the mainstream of society so that all students may realize their full potential.
- The school respects and protects the right of each person to be different, and values the broad range of diversity which characterizes the human condition.
- The school, as an optimal learning environment, recognizes the many-faceted potential of each student at the same time that it provides for special needs.
- The school realizes that persons differ from each other in various ways and that the disabled become handicapped only when barriers to full potential are present in the environment.
- The school recognizes that segregating or restricting the learning environment for persons with disabilities violates their human and legal rights.
- The school believes that restricting learning environments deprives both non-disabled and disabled persons from experiencing a realistic society, and consequently contradicts the philosophical foundations of effective education.

COMPLIANCE WITH THE LAW

The implementation of PL 94-142 presents a major challenge throughout the nation. The New York City Board of Education has the responsibility for compliance with the Act by 1978. Compliance will mean that New York City schools must assure that the following services are provided:

- Free and appropriate public education for all children with disabilities within the framework of a detailed timetable
- Identification, diagnosis, and placement of

all children with disabilities, including the most severe cases

- Non-discriminatory testing procedures
- Special education for all children in the least restrictive environment
- Maintenance of an Individualized Educational Program (IEP) for all handicapped children
- Ongoing parent or guardian consultation
- Policies and procedures to protect the confidentiality of data and information
- Guarantees of complete due process for parent and child
- Maintenance of programs and procedures for staff development

Compliance with the law, which may mean change in the education of all children, cannot be accomplished by one person or one group. It requires the cooperation of general and special administrators, educators, parents, and students. Compliance may mean change in staffing, programming, and classroom management. Change may give rise to uneasiness and may engender resistance.

Compliance, however, can afford New York City, which has the largest public education system in the nation, the opportunity to take its rightful place as the national leader in advancing the educational rights of all individuals. The special and general education communities have much to learn from each other and much to share.

DESIGN OF THE BOOK

This book, which is designed as a practical guide toward compliance with the *Education for All Handicapped Children Act of 1975*, presents information that is essential and practices that have been found effective:

- Highlights of the Act
- Formats for the orientation of educators, parents, and students
- Educational methods, materials, and techniques
- Alternative educational designs
- The diagnostic prescriptive process
- References and resources

The challenge implied in implementing this program is indeed great. In a society where the handicapped and non-handicapped are, more often than not, educated in segregated settings, sensitive planning and thoughtful preparation are required to produce beneficial group interaction. This challenge promises even more than educational change; it heralds a future society whose members are no longer estranged but live and work side by side.

Highlights of PL 94-142

THE EDUCATION OF ALL HANDICAPPED CHILDREN ACT OF 1975

Education for All

Free and appropriate public education for all children with handicaps, ages 5-21 by September 1, 1978

Child-Find

Identification, location and evaluation of all children with handicaps

Priorities

First: "unserved" children, i.e., those not presently receiving an education

Second: children with the most severe handicaps not receiving an adequate education

Least Restrictive Environments

Education of handicapped children together with non-handicapped children to the maximum extent possible

Special education and related services in the least restrictive environment commensurate with their needs

Pre-School Children

Additional $300/year to the State for every handicapped child served between ages 3-5

Parent Rights

Consultation, identification, evaluation, and placement

Participation in preparing and implementing educational plans

Examination of relevant records

Presentation of complaints

Right to a due process hearing

Professional Personnel

Appropriate pre-service preparation and training

In-service training for general and special educators

Equal employment of persons with handicaps

Educational Evaluation and Prescription

Written educational plan at the start of each school year

Annual goals

Short-term instructional objectives

Specific educational services

Degree of mainstream participation

Periodic evaluation

Participation in planning educational prescription by parents, teachers and, when appropriate, the child

Removing Architectural Barriers

Grants available to pay for part or all of the costs to remove physical barriers in educational facilities

Chapter Two

"... to take simple human steps, remembering the power of the small, the power of the mustard seed."

M.C. Richards, *The Crossing Point.* Middletown, Connecticut: Wesleyan University Press, 1966, p. 49.

Preparing For Change

Exploring the Law, Handicapping Conditions, and Alternative Program Designs

Since change frequently gives rise to searching questions, the introduction of programs for including children with handicaps in the mainstream may evoke complex emotions in teachers and parents.

Learning environments which foster the integration of handicapped and non-handicapped children can be assured of success only if they are accepted, valued, and supported by those involved in the endeavor.

The goal of programs designed to comply with the Act is to facilitate the inclusion of children with handicaps into increasingly integrated learning environments. To achieve this goal, it is essential that adequate time and thought be devoted to the design and initiation of optimal learning environment programs. Efforts to carry out the mandate of the Act will begin at the administrator's level. Pivotal to the success of program design and initiation is the nature of preparatory contacts with principals, community superintendents, community school boards, the Division of Special Education and Pupil Personnel Services (DSEPPS), and other administrative personnel.

ORGANIZING TASK FORCE GROUPS

Preparation and planning for compliance can be facilitated through the use of task force groups. Such groups may be formed around specific interests and concerns. They should be composed of both special and general education professionals, parents, paraprofessionals, and students, where appropriate. Participants may also include representatives of community agencies, community coalitions, and community interest groups. Once a group fulfills its objective, it may report back to the larger group.

Task force groups may be formed to:

- Explore the highlights and implications of PL 94-142: *Education for All Handicapped Children Act of 1975.*
- Review all legal guidelines
- Investigate successful alternative program designs now in existence
- Develop methods, materials, and procedures for the identification of the needs of the school and community
- Explore multi-media materials and literature pertaining to the philosophy of integrating handicapped and non-handicapped students
- Explore the cooperative relationship between the Division of Special Education and Pupil Personnel Services and the general school community
- Review with the Division of Special Education and Pupil Personnel Services the screening and assessment procedures to be employed

- Discuss the educational and social values which are implicit in the integration program
- Plan timing and pacing of program initiation and implementation
- Explore specific instructional innovations to be employed, i.e., open classroom, learning center classroom, resource room
- Determine direct and indirect support services which should be made available
- Uncover architectural barriers in the school environment and apply for grants to minimize or eliminate them
- Specify location and utilization of physical facilities
- Plan for ongoing collaborative interactions between special and general education staffs
- Plan in-service staff training
- Discuss budget ramifications regarding implementation
- Explore possibilities for collaboration between institutions of higher education and the Board of Education
- Develop questionnaires for parents and teachers to identify children in general education classes who may need special education instruction and/or services

THE ADMINISTRATOR PREPARES

To enhance understanding of the mandate and to explore procedures for implementation, administrators and supervisors may wish to initiate activities that will inform and involve school personnel and parents.

Broadening the Knowledge of School Personnel

1. *Information About PL 94-142, Education for All Handicapped Children, Act of 1975.*
    - Planning several meetings for administrators and supervisors to probe, clarify, and discuss the new Federal law
    - Inviting speakers from organizations such as the Council for Exceptional Children, United Federation of Teachers, Division of Special Education and Pupil Personnel Services to present viewpoints on the Act.
    - Reviewing the many articles and multi-media presentations available which discuss both the educational philosophy and administrative and instructional facets basic to implementation of the Act (See Bibliography)
    - Establishing liaison with local Committees for the Handicapped
2. *Characteristics and Needs of Children With Disabilities*
    - Studying Chapter V "Who is the Disabled Child?"
    - Becoming aware of architectural barriers in the school building and suitable adaptations to reduce or eliminate them
    - Inviting speakers from the special education community to discuss the behavioral characteristics and educational needs of the handicapped including teachers, parents, disabled persons, siblings, special education supervisors, and guidance counselors. (See Bibliography for speakers from the Division of Special Education and Pupil Personnel Services and other public or private agencies.)
    - Viewing and discussing films which describe discrete handicapping conditions (See Bibliography for listing)
    - Organizing ongoing administrators' study groups to share current articles and books relevant to specific handicaps
3. *Alternative Program Designs*
    - Exploring existing designs of optimal learning environments for children with handicaps
    - Inviting speakers from an educational community already involved in implementing such a program
    - Meeting for personal interviews with principal, staff, parents, and handicapped and non-handicapped students from such a program
    - Arranging visits to existing school-based optimal learning programs
    - Arranging for general and special education student teachers to exchange assignments so that both may broaden their knowledge of all students
    - Using role-playing activities, such as *Upset in Polymar: An Experience in Mainstreaming* [1] to simulate the integration of handicapped students

Orienting School Personnel and Parents

The school and district administration will want to share specific details related to program design and initiation with both parents and school personnel. Parents and all school personnel who are involved in the education of children should be given the opportunity to participate in discussion, exploration, and decision-making regarding all elements of program design and initiation. A program will succeed only to the degree to which parents and school personnel feel that they have been instrumental in shaping its development.

After the district superintendent, school principals and other administrative personnel have become fully acquainted with the issues and perspectives involved in establishing optimal learning environments for children with handicaps, they can initiate the orientation and involvement of their staff and community.

Questions and concerns such as those illustrated below must be considered by the administrator. Resolution of these concerns is important because adults communicate their basic values and attitudes to the children who are directly involved in the integrated classroom experience. Whenever possible, meetings should be arranged at least one semester in advance of program initiation in order to provide ample time for staff and parent orientation.

1. *Questions Which May Concern the General Education Staff*
   - Will the rights for which the teacher's union fought with regard to class size be violated?
   - Will a teacher be forced or pressured to accept a student who has a handicap which is personally upsetting to the teacher?
   - Will the same children whom the teacher couldn't manage before be returning to the class?
   - Will the number of children with handicaps placed in a class be so great that it will defeat any effort toward integration?
   - Will the teacher be given the support and service which will be necessary to respond adequately to the complex needs of children with handicaps?
   - Will the teacher receive the on-the-job and in-service training necessary for working with children with handicaps?
   - Will the teacher have access to the wide assortment of instructional materials developed to educate children with special education needs? Who will train the teacher to use them?

2. *Questions Which May Concern the Special Education Staff*
   - Does the effort to include children with handicaps into general education classes signal the eventual demise of special education classes and services?
   - Are the teacher's professional standing and position being threatened in the name of quality education?
   - Will children from the special education class feel lost in the larger class?
   - Will children with handicaps be ridiculed by students who may not understand the nature of their handicaps and who may, therefore, respond only to the outer, visible differences of the handicap?
   - Will the general education teacher be given opportunities to learn about the nature of these children's handicaps and special needs?
   - Will the school administration make arrangements to enable the special education teacher to work cooperatively with the general education teacher so that together they can provide adequately for the learning needs of children with handicaps?
   - Will arrangements be made so that the special education teacher can provide instruction for children in a learning center or in a resource room in order to supplement their general class learnings and properly fullfill their educational prescriptions?
   - In responding to the needs of students who are integrated, will the special education teacher see special education services and expertise become so diluted as to render them ineffective?

3. *Questions Which May Concern Parents of Non-Handicapped Children*
   - Will children with handicaps take an excessive amount of the teacher's attention and thereby deprive the non-handicapped child of adequate instructional time?
   - Will those children with handicaps expose the non-handicapped child to "bad" habits and behavior patterns?
   - Will the teacher water down the educational program in order to accommodate children with handicaps?
   - Is the child with a handicap contagious? Will my child catch the handicap?

- What if the child with a handicap has a temper tantrum or a seizure in the classroom? Will this hurt the non-handicapped child mentally or physically?

4. *Questions Which May Concern Parents of Children With Handicaps*
    - Will children with handicaps continue to receive the same care and attention which were provided in the smaller special class?
    - Will children with handicaps be deprived of the expertise and experience of a special education teacher?
    - Will children with handicaps be lost and ignored in the larger general education class?
    - Will a child's handicap cause teasing by the non-handicapped children?
    - Will children with handicaps lose confidence seeing non-handicapped children do with ease things which they can do only with difficulty or not at all?
    - Will children with handicaps make friends in the general education class?
    - Will the general education teacher have the patience, skills, acceptance, and time needed by children with handicaps?
    - In initiating this program, does the administration have a genuine concern for the welfare of children with handicaps?
    - Is this program to be a money-saving effort which will lead to the eventual elimination of special services for children with handicaps?

These questions express valid concerns which require recognition and information. Implementation of PL 94-142 can be successful only with cooperative and informed personnel, parents, and students. The activities in this chapter and the next will provide a more comfortable transition by dealing with acknowledged concerns.

THE STAFF PREPARES

Activities on the part of the school staff can assist in their orientation to the program.

Broadening Knowledge

1. *Information About the Education for All Handicapped Children Act of 1975*
    - Viewing and discussing the sound filmstrip *PL 94-142* [2] (See Bibliography page 93.)
    - Conducting pre-planning orientations to the Act with departmental chairpersons
    - Conducting orientation sessions at faculty conferences, grade-level meetings and departmental staff meetings
    - Enlisting the aid of teachers and of support service staff to conduct workshops for paraprofessionals, student teachers, and other ancillary classroom personnel
    - Conducting orientations for school secretaries, office personnel, and custodial and cafeteria staff
    - Presenting essential criteria fundamental to any law which aims to protect the educational rights of students by using a sound filmstrip such as *Story of Model Law to Assure Education to Handicapped Children* [3] (See Bibliography page 93.)
2. *Characteristics and Needs of Children with Disabilities*
    - Forming groups to study and discuss aspects of handicapping conditions
    - Organizing staff workshops to review and discuss the commonalities and differences of children with handicaps
    - Inviting special education curriculum specialists to present suggestions for the adaptation of methods and materials
    - Inviting specialists to suggest techniques for physical and behavioral management in the classroom
    - Arranging for the showing of multi-media materials to present graphically the needs, feelings, and attitudes of handicapped persons, e.g. *Who am I?* [4] (equipped with a detailed discussion guide and suggested activities applicable to administrators, educators, parents, and children, (See Bibliography, page 100.)
    - Arranging for the showing of multi-media materials like *All Together Now* [5] which describes the mainstreaming process (See Bibligraphy, page 95.)
    - Arranging for a slide show such as *Children Learn Together* [6] to demonstrate successful integration of the handicapped (See Bibliography, page 95.)
    - Developing a professional library of materials related to persons with handicaps
    - Exploring and designing programs to prepare students for the integration process

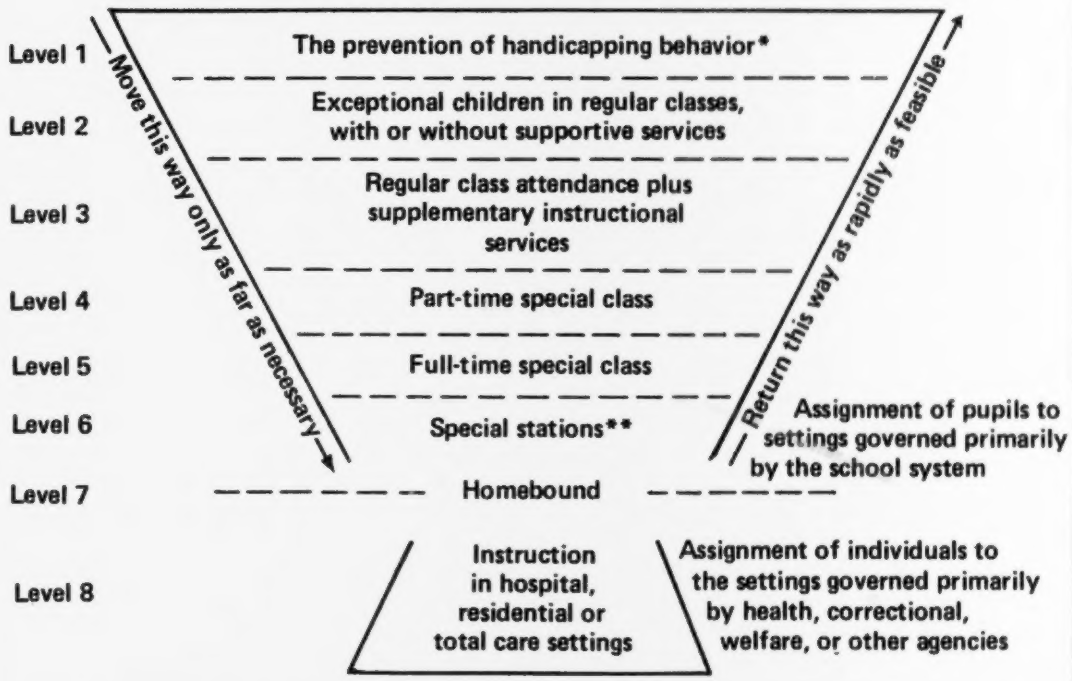
3. *Alternative Program Designs*
   - Discussing the implications of the *Education for All Handicapped Children Act of 1975*, stressing that an optimal learning environment meets each student's unique psycho-social, physical, and intellectual needs
   - Discussing the range of alternative programs within the Cascade System of Special Education Service, which follows, and the possibilities for movement within them

THE MEANING OF MAINSTREAMING

"Mainstreaming is a commitment to integrating people who are exceptional into our society rather than excluding them. In the broadest sense, mainstreaming is a societal trend. Many of the institutions that we have built to segregate people who are markedly different from the average – such as prisons, mental hospitals, old people's homes, and residential treatment centers – are currently under attack . . .

A helpful way to think of mainstreaming has been developed by Evelyn Deno and is shown below. In this diagram, mainstreaming is a continuum ranging from nonparticipation to full participation in the regular classroom." [7]

THE CASCADE SYSTEM OF SPECIAL EDUCATION SERVICE [8]


Level 1
The prevention of handicapping behavior*
Level 2
Exceptional children in regular classes, with or without supportive services
Level 3
Regular class attendance plus supplementary instructional services
Level 4
Part-time special class
Level 5
Full-time special class
Level 6
Special stations**
Level 7
Homebound
Level 8
Instruction in hospital, residential or total care settings
Move this way only as far as necessary
Return this way as rapidly as feasible
Assignment of pupils to settings governed primarily by the school system
Assignment of individuals to the settings governed primarily by health, correctional, welfare, or other agencies

*This means the development of positive cognitive, affective, and psychomotor skills in all pupils that will reduce or prevent the frequency of handicapping behavior.

**Special schools in public systems.

WHAT MAINSTREAMING IS . . . AND WHAT MAINSTREAMING IS NOT [9]

"Mainstreaming is . . .	**Mainstreaming is NOT . . .**
• Providing the most appropriate education for each child in the least restrictive environment	• Wholesale return of all exceptional children in special classes to regular classes
• Looking at the education needs of children instead of clinical or diagnostic labels such as mentally handicapped, learning disabled, physically handicapped, hearing impaired, or gifted	• Permitting children with special needs to remain in regular classrooms without the support services that they need
• Looking for and creating alternatives that will help general educators serve children in the regular setting. Some approaches being used to help achieve this are consulting teachers, methods and materials specialists, itinerant teachers, and resource room teachers.	• Ignoring the need of some children for a more specialized program than can be provided in the general education program
• Uniting the skills of general education and special education so that all children may have equal educational opportunity	• Less costly than serving children in special education self-contained classrooms

THE PARENT PREPARES

1. *Broadening Knowledge and Information about PL 94-142, Education for All Handicapped Children Act of 1975*
    - Conducting both day and evening orientation for parents in small-group settings
    - Viewing and discussing the sound filmstrip, *PL 94-142* [10] (See Bibliography page 93.)
    - Encouraging and facilitating arrangements for such activities by finding space and suggesting speakers
2. *Characteristics and needs of children with disabilities*
    - Learning the characteristics of a variety of disabilities
    - Arranging for parent groups to visit and observe children with disabilities
    - Arranging for speakers at Parents' Association meetings
    - Arranging for the showing at a parents' meeting of a filmstrip such as *My Right to Be* [11] (See Bibliography page 99) portraying special children fulfilling their rights to individual growth and personal dignity (Discussion guide included.)
    - Encouraging parents to explore and share with their children books about children with handicapping conditions (See Bibliography, pages 100-102.)
    - Encouraging the coalition of parents of the handicapped and the non-handicapped
3. *Alternative program designs*
    - Reviewing the range of alternative programs within the Cascade System of Special Education Services
    - Preparing selected bibliography on mainstreaming for parents
    - Reviewing and exploring alternative program designs (See Chapter IV.)

THE CHILD PREPARES

Benefits of the Integration Process

Both handicapped and non-handicapped students benefit from the integration process

Special education students will benefit from:	General education students will benefit from:
• Exposure to appropriate models upon which to pattern behavior	• Increased understanding of and sensitivity to individual differences
• Opportunities to learn social and cognitive skills from general education peers	• Opportunities, through direct experiences, to explore and allay fears they may have toward those with handicaps
• Opportunities in which to experience themselves as persons who can contribute to and help others	• Opportunities in which to develop an awareness that those with handicaps have valuable contributions to make and are not the completely dependent people they are so often portrayed as being
• Opportunities to extend peer relationships	• Opportunities to extend peer relationships

Activities for Both Handicapped and Non-Handicapped Children

Many opportunities can be found for encouraging social and academic interaction between handicapped and non-handicapped children.

1. *Social Interaction*
   - Arranging situations in such areas as school cafeteria, auditorium, gymnasium, and special school projects
   - Sharing stories, photographs, and feelings about family life, recreational activities, hobbies, and goals to stress similarities of the handicapped and non-handicapped
   - Arranging opportunities for handicapped and non-handicapped children seated in a circle, to express the causes of feelings of happiness, anger, fear, pain, hope, and other emotions, and to collect and illustrate them in a Class Feeling Book
   - Providing appropriate opportunities for older students with handicapping conditions to assist younger, non-handicapped students
   - Having handicapped and non-handicapped children cooperate in preparing a room and refreshments for a parents' or teachers' meeting
   - Enabling special and general education students to work together to plan and carry out school fund-raising projects
   - Using simulation activities to help non-handicapped students experience feelings of being handicapped
   - Promoting after-school recreation programs which integrate handicapped and non-handicapped students

2. *Academic Interaction*
   - Arranging for a hearing aid, wheel chair, materials written in Braille, and other aids to be placed in the classroom and their use discussed
   - Permitting non-handicapped children to try to use these aids
   - Inviting children with disabilities to the classroom to discuss their problems and demonstrate the use of particular aids
   - Including stories about handicapped children in the reading program (See Bibliography, pages 100-102.)
   - Including information about specific handicapping conditions in the science or social studies curriculum (e.g. how a hearing aid works, how glasses alter vision)

CHAPTER II FOOTNOTES

1. Center for Innovation in Teaching the Handicapped, *Upset in Polymar: An Experience in Mainstreaming* (Bloomington: Indiana: Indiana University, 1975).

2. Council for Exceptional Children, *PL 94-142: The Education for All Handicapped Children Act* (Reston, Virginia: The Council, 1976).

3. Council for Exceptional Children, *Story of a Model Law to Assure Education to Handicapped Children* (Reston, Virginia: The Council, 1975).

4. Special Education Instruction and Materials Center, *Who Am I?* (N.Y., N.Y.: Board of Education, 1975).

5. Council for Exceptional Children, *All Together Now: Presentations from the CEC Invisible College on Mainstreaming* (Reston, Virginia: The Council, 1976).

6. *Children Learn Together: The Integration of Handicapped Children into Schools* (Syracuse, New York: Human Policy Press, 1975).

7. Ewald B. Nyquist, *Mainstreaming: Idea and Actuality* (Albany, New York: State Education Department, 1974) p. 2.

8. Evelyn Denos, "Strategies for Improvement of Educational Opportunities for Handicapped Children" in *Exceptional Children in Regular Classrooms*, eds. M.C. Reynolds and M.D. Davis (Minneapolis, Minnesota: Univ. of Minnesota, 1971). Reprinted by permission of The Council for Exceptional Children "The Organization and Administration of Special Education and Education of the Gifted," Policy Statements approved by the 1973 CEC Delegate Assembly, p.2.

9. "What Mainstreaming Is and Is Not," *Exceptional Children*, November, 1975, p. 174.

10. Council for Exceptional Children, *PL 94-142: The Education for All Handicapped Children Act*.

11. Center for Library Media and Telecommunications, in cooperation with The Special Education Instruction and Materials Center, *My Right to Be* (N.Y., N.Y., Bd. of Ed., 1975).

Chapter Three

"When you go out into the woods and see all the trees, you don't say 'well, that tree isn't like that tree. I wish it were . . . if that tree didn't bend like that it would be a good tree.' Somehow with trees you can allow it, you can see that each tree is just perfect as it is."

Ram Dass, "Sadhana and Society" Loka: A Journal from *Naropa Institute,* 1975, p. 100)

Activities For Change

Exploring Attitudes and Knowledge About the Handicapped Through Workshops

The activities suggested for adults and children in this chapter are designed to help parents, teachers, and students gain a deeper understanding of their attitudes and feelings about handicapping conditions. The resulting growth in awareness and security will make it possible for positive attitudes and interactions to develop between newly integrated handicapped and non-handicapped students. There is a need to prepare the student for the mainstreaming process.

Workshops for adults and children increase knowledge of specific disabilities and promote awareness of attitudes toward the handicapped. These workshops are directed toward a number of important goals.

- Correcting misconceptions and prejudgments related to specific handicapping conditions
- Dispelling fears and anxieties related to exceptional children
- Replacing myths about the handicapped with facts
- Increasing confidence in working and relating to exceptional children
- Recognizing developmental and behavioral characteristics of specific disabilities
- Promoting empathic understanding of the feelings of frustration, helplessness, and struggle with which the handicapped often live
- Increasing awareness of the commonality of feelings experienced by handicapped and non-handicapped children
- Demonstrating the contribution of the handicapped to their non-handicapped peers in promoting respect for individual differences
- Shifting focus from the outward appearance to the inner qualities of a person with a disability
- Presenting the social and emotional implications resulting from a disability
- Providing an understanding of the effect of a disability on family life
- Conveying the importance of early identification, diagnosis, and individualized instruction
- Providing exploration and discussion related to curriculum needs

The material in this chapter can be reproduced partially or fully for selected use in schools. It includes sample workshop activities, specific workshop designs, topics for workshop discussion, and resources for workshops. For assistance in implementing these workshops, local Special Education Instruction and Materials Centers serve as resource and service areas. (See Bibliography for description of materials.)

The workshop activites listed below are samples which may be adapted to meet all handicapping conditions.

WORKSHOP ACTIVITIES FOR ADULTS

To Promote Knowledge of Handicapping Conditions (Sample: Learning Disabilities)

1. *Media Presentations*

   Show and discuss films or filmstrips like those listed below:

   - *School Daze of the Learning Disability Child* [1]
   - *The Puzzle Children* [2]
   - *Why Billy Can't Learn* [3]
   - *Adolescence and Learning Disability* [4]
   - *A Walk in Another Pair of Shoes* [5]

2. *Group Discussions*

   Select topics for exploration and discussion such as those listed below:

   - Identifying the characteristics of a child with a learning disability:
     - Generalized developmental delay
     - Difficulty in performing tasks which peers perform with ease
     - Inability to sit and listen in class
     - Distractability and low frustration tolerance
     - Difficulty in abstracting ideas
     - Erratic low and high achievement
     - Difficulty in spatial orientation and awkwardness in general bodily movements
     - Difficulty in maintaining sequence when talking or writing
     - Shortness of attention span
     - Emotional problems
   - Helping the child with a learning disability in school:
     - Early identification
     - Psycho-educational evaluation
     - Appropriate school placement
     - Appropriate resources to develop an individualized instructional plan
     - Work with parents to aid them in understanding their children's behavior and needs
     - Implementation of individualized educational plans
     - Related support services

3. *Panel Discussions*

   Informed people such as those listed below may be invited for panel discussions:

   - Learning disabilities teacher
   - Learning disabilities specialist
   - Remedial diagnostician
   - Resource room teacher
   - Specialized itinerant therapist and teacher
   - Physician/pediatric neurologist
   - Clinical psychologist
   - Speech and language clinician
   - Adult with past problems in learning disability
   - Parent of child with learning disability

4. *Simulations*

   Simulations enable participants to have a sense of what learning-disabled children experience when their difficulties are not yet recognized, diagnosed, or treated.

   The workshop leader distributes pencil and paper to the participants and explains that they are going to pretend to be a class of first-grade children ready to do their arithmetic:

   > "Okay, class, now we will do our arithmetic just as we do every day. I want you to copy the numbers on the chalkboard onto your papers. Don't forget to put your paper on your forehead when you copy your numbers." (When papers are held to forehead, numbers will tend to be written in reverse fashion.)

   The leader then writes the numbers 2, 3, 4, 5, 6, 7, 9, and 10 on the chalkboard, and again reminds participants to put papers on their foreheads to copy numbers.

   Using a red pencil, the leader, with exaggerated mannerisms, "marks" each paper, making such comments as:

   > "Oh, you can do better than that!"
   >
   > "You can do it if you pay more attention!"
   >
   > "Do it again, and try harder this time!"

   If any participant succeeds in copying a number correctly, the leader may say, "I see that *you* are paying attention. What beautiful work! I wish the *others* would do as well as you."

   After this activity, participants may discuss reactions such as the following:

- The experience of not being able to copy the numbers correctly
- Feelings about the teacher's thinking that they were not paying attention
- Feelings when they tried to copy the numbers again and still could not do this correctly
- Feelings about having their papers marked
- Comparison of the feelings of those praised and those not praised
- Ways in which they wished that the teacher had responded to them but didn't
- Suggestions for meeting the educational and emotional needs of children with learning disabilities

TO PROMOTE POSITIVE ATTITUDES TOWARDS PERSONS WITH HANDICAPPING CONDITIONS

1. *Dispelling Myths and Facts About the Handicapped*

   Examine and discuss the following:

MYTHS AND FACTS ABOUT THE HANDICAPPED [6]

Myths	Facts
• Mental retardation is catching.	• Physical, emotional, and mental handicaps are not contagious.
• Brain injury is catching.	
• Physical disabilities are catching.	
• Emotional disturbances are catching.	
• Mentally retarded people become criminals and sexual perverts.	• The mentally retarded have the same moral and ethical standards as the rest of the population.
• Physically handicapped people cannot learn very much.	• A physical handicap does not necessarily affect intelligence.
• It is a waste of time to educate handicapped people. They don't get much from going to school.	• With proper education and training handicapped children can become independent adults capable of making contributions to society.
• All handicapped people are the same and should be treated the same way.	• All people have different personalities, abilities, behaviors, and appearances.

2. *Remembering A Time When One May Have Felt Handicapped*
   - Ask participants to remember back to other times and places when they felt handicapped. Explain that such a handicap may have involved a feeling of difference related to race, religion, or sex, as well as a feeling related to actual physical, emotional, or intellectual disabilities.
   - Request that participants think quietly for a while in order to recall such times in their lives.
   - After a period of quiet recollection, ask participants to share their remembered experiences. Encourage them to recall how they wanted to be treated. Ask other people in the circle how they would have treated the person who is relating the experience. (For example, a participant may describe entering school speaking a language other than English.)
   - Others in the circle may be asked to share ways in which they would have related to this child as a teacher, parent, or classmate.

The person who related the experience can tell how it felt to be treated in that way.

3. *Remembering a Situation in Which Someone Else Was Seen as Different*
   - Ask participants to remember a situation in which someone else was perceived as different. Such differences may have involved persons with actual disabilities or differences in sex, race, religion, or "style", e.g., eating, walking, talking, dressing.
   - Request that participants think quietly for a while in order to recall such incidents in their lives.
   - After a period of quiet recollection, ask participants to share their remembered experiences. Encourage participants to relate their feelings in the situation. The following questions may be asked:
     - "How did you feel about the other person?"
     - "How did you relate to the other person?"
     - "What did you feel the other person needed in that situation?"
   - Participants may be encouraged to role-play some of these situations in order to experience directly the feelings of a person seen as different. For example, a participant may have recollected being on a playground with a child in a wheelchair. The participant may be invited to role-play the child in the wheelchair. Other group members may role-play being classmates on the playground with this child. The child in the wheelchair may then share responses about feelings in relation to the others, i.e., what was needed from them, what was received.

4. *Feeling the Disability*

   Participants will simulate a variety of handicaps to experience the feelings of being handicapped.

   - Physical Disability

     Try to walk or play ball with legs tied together.
   - Disability in Fine Motor Coordination

     Eat or do a puzzle with the non-dominant hand, while the dominant hand is tied behind the back. This activity can be made more difficult if participant is given a glove to wear on the free hand.
   - Hearing Impairment

     Some participants wear ear plugs, while others talk to them with heads averted, thus interfering with lipreading ability.
   - Physical Handicap

     Experience the frustration of architectural barriers. For example, go shopping at the supermarket in a wheelchair or on crutches.
   - Visual Disability

     Pour rice or water from one small pitcher to another while blindfolded. Walk blindfolded to the corner while being led by a buddy. Here, participants should be asked to identify feelings of depending on someone else's sight.

5. *Feeling Excluded*

   A discussion workshop, such as the one below, can effectively prepare a handicapped child for transition from a special to a general class.

   - Arbitrarily ask a number of participants to leave the room. While participants stand outside the room, teach the Buzz Game to those remaining.
   - The leader says, "Begin counting clockwise. When 7 is reached, say 'Buzz' instead of the number. Proceed counting in a counterclockwise direction until the next multiple of 7 is reached. At that time, the person says 'Buzz' instead of the number, and the counting continues in a clockwise direction. Continue changing directions at each multiple of 7."
   - When participants understand the directions, those who were asked to leave the room are invited back to join the circle game. At this point, all participants begin the game.
   - Those who have just entered the class are neither given instructions, nor told why they were asked to leave the room.
   - After playing the Buzz Game, those who were asked to leave the room are invited to share their feelings:
     - Why did they think they were selected to leave the room?
     - How did they feel about being excluded?
     - How did they feel while they were waiting outside together? Did they begin to look at the others as outsiders too?
     - How did they think those remaining in the room felt about them?

    - How did they feel when they rejoined the circle?
    - How did they feel not knowing what was happening while the Buzz Game was being played?

- All participants can then be asked to examine how this simulated experience resembles one experienced by a child shifted from a special to a general education class without adequate preparation.
- A discussion may follow as to what is required in preparing a child to make a satisfactory transition from a special to a general education class.

6. *Bringing Myself To My Teaching*

This workshop enables the special or general education teacher to heighten the sense of self in relation to the role of teacher.

- Introduce this workshop by discussing the need to experience ourselves as good teachers and how contact with a difficult child prevents us from meeting this need.
- Invite participants to remember their own favorite teachers and to recall the special qualities these teachers possessed.
- Ask participants silently to recall and then share these memories.
- Ask participants to share experiences in which they considered themselves "good" teachers. Examine the common qualities seen in themselves and their favorite teachers of the past.
- Ask participants to recall silently a pupil who is particularly challenging. Discuss negative feelings of a teacher in being unable to reach this pupil. Ask each participant in turn to give a brief description of such a pupil. Remind participants not to discuss their attempts to work with the child at this time, but only to share a "snapshot" description of the child's behavior.
- Invite participants to form pairs. Have one member play the pupil, and the other the teacher. After a brief discussion, let them exchange roles.
- Caution each participant not to talk *about* the child in question but rather to think of a real classroom situation and *to be* the child in that situation.
- After each member of the pair has had a turn to play both child and teacher, have participants return to the circle for discussion.
    - "When you played the child who concerns you, what new understandings did you have of this child's behavior and needs?"
    - "When you role-played this child, what did you feel yourself asking from the teacher? What did you need, wish for, and want from your teacher? Did you receive what you needed? If so, what did your teacher do to make that possible? If not, why not?"
    - The person who played at being the teacher may share with the student what was experienced in the student's behavior, what interventions were attempted, and why.
    - Participants can then share any new understandings and insights gained in relation to the children.

Other Workshop Topics for Adults

1. Developing Observation Skills
2. Developing Classroom Management Skills
3. Developing Behavior Management Skills
4. Developing Skills in the Diagnostic-Prescriptive Process
5. Developing Skills in the Preparation and Use of Instructional Materials and Equipment
6. Implementing a Humanistic Environment in the Classroom

SAMPLE LESSONS FOR CHILDREN

Finding Out the Facts About Hearing Aids

1. *Topics for Student Research*

Introduce the research project by saying, "A hearing aid can be worn by people who are deaf or hard of hearing to make sounds louder. Let's find out all we can about hearing aids. Each of you can select a topic from the research list below. Gather information about your topic and share it with the rest of the class."

- What is the history of hearing aids?
- What different kinds of hearing aids are there?
- How do different hearing aids work?
- Draw a diagram showing how a hearing aid works.

- Bring a hearing aid to class for examination and discussion.
- Borrow books about hearing aids from the library. Make them available to other students. Write a book report.
- Are there any famous people who wear or have worn hearing aids? Read about them. Write a report about them.
- How can people who don't wear hearing aids help people who do?
- Study the structure and function of the ear.

2. *Helpful Contacts*

There are many ways of securing information about hearing aids:

- Find a local hearing aid company in the Yellow Pages of the telephone directory. Visit and ask questions about hearing aids that you have preapred in advance.
- Interview an ear doctor.
- On a visit to a public health office, find out what help is given to people who wear hearing aids.
- Interview someone who wears a hearing aid. Invite the person to visit the class.
- Write to these sources for information:

The Alexander Graham Bell
Association for the Deaf, Inc.
3417 Volta Place
Washington, D.C. 20007

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Closer Look
Box 1492
Washington, D.C. 20013

Junior National Association of the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910

Finding Out About Feelings of the Handicapped

1. *Filmstrip and Follow-up Discussion*

(Reprinted from *Who Am I?* [7] with permission from the authors)

- Goals
    - To understand that people with handicaps have needs and feelings like all people
    - To recognize and respect the positive aspects and uniqueness of all people
    - To understand that some people need special help and training in order to fulfill themselves
- Material
    - Sound filmstrip "Who Am I?" with discussion guide
- A Note to the Teacher
    - The questions, their wording, and the time alloted for discussion may be varied according to the age and grade level of the children in the group. More than one session may be needed for younger children.
- Introduction
    - "Today we will see a filmstrip about children who are very much like us. These children look, act, feel, and go to school just as we do. They can do most things as well as we can. As with any group of children, some of them have outstanding talents. They may be good readers, good friends, or good musicians who play musical instruments like the children in the band who played the music for this filmstrip. While you watch this filmstrip, think about the ways these children are like you."
- Discussion Topics and Questions
    - What did you think of the filmstrip?
    - How did these children get that way? What is a handicap?
    - Is a handicap catching?
    - Did these children get a handicap because they were bad?
    - What should I do when I see a person like that?
    - Can you talk about a family member like one of the children in the filmstrip? (This should be encouraged and used to lead into the discussion questions.)
    - How do you think a handicapped child feels when his feelings are hurt? (Probe questions: How do you feel when your feelings are hurt? What can hurt your feelings? What do you do when someone hurts your feelings? What do you feel when you hurt someone's feelings? *Elicit:* Feel sad, ashamed, angry, "like I'm no good" "like I want to hurt them back.")

- How would you want your friends to treat you? Let's look at some of the ways the children in the filmstrip are like you. In what ways do they have the same feelings as you? (Probe questions: What are the ways you can feel? What makes you feel happy, sad, proud, angry, etc.?) In what ways do they need the same kinds of things you need to feel good about themselves? (Probe questions: What do you need to feel good? Would you feel good if no one paid attention to you? Would you feel good if people teased you or didn't talk to you? Would you feel good if you felt you could never do anything well? *Elicit:* Love, attention, understanding, pride, respect makes us feel good about ourselves.)

- Culminating Activity
  - A role-playing activity could culminate in the following discussion.

Part I: Child 1 plays the child who excels in mathematics and is confined to a wheelchair. Children 2, 3, 4, 5 play non-handicapped peers. They are cruel, exclude child 1 from games and activities, poke fun, etc. This takes place during lunch or free play period. After a few minutes, the children discuss their feelings.

Part II: Child 1 plays a child who excels in mathematics and is confined to a wheelchair. Children 2, 3, 4, 5 play non-handicapped peers. They are supportive, understanding, find ways to include Child 1 in play, are respectful of achievements, ask him/her to help them in mathematics. After a few minutes, children talk about how they felt and compare differences.

2. *Simulation*

- Explore the feelings of being deaf or hard of hearing by having the children view a television program without sound. Discuss the feelings related to not being able to hear the program.
- Explore the feelings of having a physical handicap by having the children move through the school in a wheelchair, on crutches, or with one leg tied so that it cannot be used. Discuss the physical barriers met, and the feelings of frustration encountered. A class contest may be held to redesign the room or the school to eliminate barriers. Barrier-free environments may be demonstrated in drawings, paintings, or dioramas.
- Listen to a tape recording of sounds so muffled that it becomes difficult to filter foreground from background.
- "Feeling the Disability" offers suggestions which can also be used for children (See workshop activities to promote positive attitudes . . .", page 15.)

FOR OLDER CHILDREN: A SEMINAR COURSE ON CAREERS IN SPECIAL EDUCATION

In addition to the suggestions below, most of the workshop activities for adults and younger children described in this chapter may be adapted for use with junior and senior high school students.

A seminar course which involves students in the area of special education can be offered through the collaboration of the career education specialists, guidance counselors, and social studies departments, and the special education consultant can be invited to join such a seminar course.

The seminar course outline which follows was contributed by Marcia Ingber, Health Conservation Teacher, Special Education Department, Samuel J. Tilden High School, Brooklyn, New York. The original format was developed and prepared by Jill Levy, Special Education Consultant/Liaison, and John Kops, Guidance Counselor, Samuel J. Tilden High School. [8]

Goals for Students With Special Education Needs

- To achieve success in areas that have proved to be difficult
- To be motivated to work harder to achieve success
- To have a non-handicapped peer model to pattern themselves after
- To learn alternate behavior patterns from a peer
- To develop peer relationships whenever possible

Goals for Tutors

- To explore the possibilities of working in special education
- To choose a career more intelligently
- To develop a sensitivity toward and respect for the needs and feelings of students with handicaps

- To develop peer relationships whenever possible

Peer Tutoring

- After acceptance into the seminar course, a student-to-student match should be made between handicapped and non-handicapped students. This match is based upon the personalities and needs of both groups of students. Interest levels of both groups are explored, and student needs, motivations, and skills are considered in the match. The tutor-student is required to work on a one-to-one basis with a student in special education who needs assistance in the areas of mathematics, reading, concepts of time and money, and social behavior.
- After an initial period of exploration, the tutor-student works with the seminar leader in developing long and short term educational and social goals for the student with whom the tutor works. The tutor is provided with materials with which to establish an appropriate program. The tutor is also encouraged to create materials whenever possible. The use of a college library may be helpful.
- Students who need and desire additional help are programmed for time with their tutors for one period a day. One credit is given to the tutor for the course work.
- Weekly seminars are conducted for the tutors by the seminar leader. These sessions can be taped or video-taped, where applicable. Films, teacher-training devices, methods and materials, parent interviews, and professional visits and trips to other special education units are part of the course work.

Course Requirement

Students are required to submit a research paper based upon any aspect of special education that has been explored during the course. Areas included are:

- Psychosocial aspects of handicapping conditions
- Parent and family problems related to the handicapped
- Hyperactivity
- Diagnosis and evaluation
- Chemotherapy
- Definitions and etiology
- Materials and methods
- Career exploration in special education

A Second Term Course

- Tutors can do field work in a variety of special education areas. Each student can spend four hours per week in a field assignment at a public or private agency or school working with a child who has a handicap.
- Each student should maintain a record of visits, noting observations, goals, and individual experiences.
- A fifth hour of course work may be spent in a weekly seminar discussing each student's work and exploring other aspects of special education.
- The seminar leader should be in ongoing communication with the liaison person at the cooperating agency or school to chart the growth and development of the tutor.
- A case study can be submitted by each tutor to fulfill the course requirement.

"Rap" Sessions

"Rap" sessions for students can be held by the teacher, guidance counselor, and/or school psychologist. These talk sessions should encourage:

- Non-handicapped students to explore openly their feelings about their peers who have disabilities
- Handicapped students to explore openly their feelings about their own disabilities and their non-disabled peers
- Both groups to explore their concerns about the mainstreaming process
- Combined groups of handicapped and non-handicapped students to share their common concerns (e.g., dating, school achievement, career, family relations, etc.)

CHAPTER III FOOTNOTES

1. *School Daze of the Learning Disabled Child* (Radnow, Pennsylvania: Alpern Communications).

2. *The Puzzle Children* (Los Angeles, California: California Association for Neurologically Handicapped Children).

3. *Why Billy Can't Learn* (Los Angeles, California: California Association for Neurologically Handicapped Children).

4. *Adolescence and Learning Disability* (Burlinghame, California: Larwing Productions).

5. *A Walk in Another Pair of Shoes* (Los Angeles, California: California Association for Neurologically Handicapped Children).

6. Special Education Instruction and Materials Center, "Myths and Facts About the Handicapped," *Who Am I?* (N.Y., N.Y., Bd. of Ed., 1975).

7. Special Education Instruction and Materials Center, *Who Am I?*

8. A Seminar Course in Career Education in Special Education, Samuel J. Tilden High School (Brooklyn, N.Y., 1975).

Chapter Four

"... There are thousands of beautiful gradations between this choice and that choice. There are discoveries and new ways of doing things that we haven't even dreamed about."

Buscaglia, Leo. *Love*. Thorofare, New Jersey: Charles B. Slack, Inc., 1972.)

Designs For Change

Programs for the Handicapped and Their Non-Handicapped Peers

Optimal learning environments for children with disabilities encompass a wide range of administrative and instructional alternatives. Public Law 94-142 reinforces the growing awareness that handicapped children should be educated in the environment which most closely approximates the mainstream of society. Toward this end, schools are beginning to innovate and initiate a diversity of educational programs as alternatives to self-contained special education classes.

In New York City some children with disabilities have for many years been educated in general education classes. Students with hearing, visual, or orthopedic disabilities have been in classes with their non-handicapped peers with support services provided when necessary. Some students in special education classes have participated in activities with general education students. Mainstreaming, then, is a concept not new to the New York City Board of Education. Pl 94-142, however, expands the concept of mainstreaming by a more inclusive and comprehensive mandate to protect the rights of the handicapped. For each handicapped child it provides a more formalized assessment and educational plan, with full service as the ultimate goal.

This chapter offers information about examples of alternative optimal learning environments which can be implemented within the New York City school system. These programs can be identified within the Cascade System of Special Education Service presented in Chapter II. The dynamics of the Cascade reflect the spirit and intent of the Education for All Handicapped Children Act, which mandates for each handicapped child an individualized educational plan that is continuously monitored and reevaluated so that the student may move from level to level whenever necessary. The recommended placement of a handicapped child is based on the diagnosis and educational evaluation made by the Division of Special Education and Pupil Personnel Services. Crucial to the concept and aim of the Cascade is that it have the capability to provide a full range of educational alternatives which respond to the student's needs. The approach, which optimally responds to student needs at all levels of the Cascade, is the school-based comprehensive special education unit.

SCHOOL-BASED COMPREHENSIVE SPECIAL EDUCATION UNIT

Members of the Team

An ideal school-based comprehensive special education unit is staffed by a clinical educational team comprised of one or more teachers with specialities in the areas of the emotional handicapped, mentally retarded, physically impaired, neurologically impaired, or visually, hearing, language, speech, or learning disabled; itinerant therapists in art, dance, or motor education; physical and occupational therapists; and psychologists, social workers, guidance counselors, and other members of the pupil personnel team.

Duties and Responsibilities of the Team

1. *Unit Coordinator*
   - Coordinates and articulates curricula, guidance, and ancillary services for handicapped students in relation to the total school program
   - Assures the compatibility of unit and school objectives
   - Orients and trains new staff
   - Observes and supervises special education teachers
   - Organizes on-going unit staff conferences
   - Coordinates parent-teacher conferences
   - Supervises the ordering of equipment and instructional materials
2. *Special Education Teacher (Itinerant or School-Based)*
   - Consults with team members to develop appropriate methods, activities and materials for use in classrooms and resource rooms
   - Provides individual and small-group instruction
   - Maintains on-going evaluation of student status and needs
   - Consults students, parents, professionals, and paraprofessionals to expand knowledge and specialized skills such as sign language, Braille, and behavior management
   - Cooperates in the design of individualized educational plans
   - Serves as a resource consultant to the general education population
3. *Unit Guidance Counselor*
   - Identifies students with learning or social difficulties, and makes appropriate referrals
   - Cooperates with general and special educators and students regarding appropriate programming
   - Confers with general and special educators with regard to the student's social, emotional, and academic status
   - Provides individual and group counseling for mainstream adjustment
   - Offers prevocational and vocational counseling
   - Participates with other team members in staff, parent, student workshops
   - Suggests team approaches and methods for dealing with individual student problems
   - Serves as a resource consultant to the general education population
4. *Unit School Social Worker*
   - Interprets to the staff the impact of family life on the student's school functioning
   - Consults with parents individually or in groups, and makes appropriate referrals for service to community agencies
   - Participates in staff training, parent workshops, and team conferences
   - Assists in screening and identifying students in the general education population
   - Cooperates with team members to develop a comprehensive profile for each student
   - Serves as a resource consultant to the general education personnel
5. *Unit School Psychologist*
   - Provides psychoeducational and clinical evaluation of individual students
   - Participates in the writing of a psychoeducational prescription for individual children based on the diagnostic evaluation
   - Interprets psychoeducational evaluations and prescriptions of team members, mainstream staff, parents and students, when appropriate
   - Consults general and special educators to develop methods, activities, and materials which fulfill the objectives of each psychoeducational plan
   - Makes appropriate referrals for service to community agencies
   - Participates in staff training, parent workshops, and team conferences
   - Serves as a resource consultant to the general education population
6. *Unit Psychiatrist*
   - Examines referred children individually
   - Consults social worker and psychologist with regard to individual cases
   - Provides consultation concerning program design

7. *Non-Professional Personnel*

This invaluable support team may include paraprofessionals; parent, community, and agency volunteers; student teachers; clinical interns; and peers.

- Assists students in preparing for tests, homework assignments, course requirements, and tutoring
- Assists in the preparation of teacher and student-made instructional materials
- Encourages students in developing individual interests and talents
- Aids students with specialized needs
- Escorts physically handicapped children during class changes
- Assists students during physical education, shops, and science classes to insure safety
- Provides translation when necessary

FULL-TIME GENERAL CLASS PLACEMENT

There are many children with disabilities who can perform at optimum level in a general education class with the support of therapeutic services of an itinerant speech teacher, psychologist, or Braille teacher. They may additionally benefit from the services of a special education resource teacher who would either provide consultative support to the general education class teacher or visit the student in the classroom for on-site support.

For many years the resource room approach has existed successfully in schools throughout New York City for hearing and visually handicapped students who have attended general education classes while receiving support from a special resource teacher.

Resource Room Approach

1. *Ways of Utilizing the Resource Room*
   - Children taken from their classroom by the special resource teacher for individualized instruction in the resource room
   - Individual or small-group instruction provided by the general education classroom
   - Methods, activities, and materials provided through consultation with the general education classroom teacher for use directly with the handicapped child

2. *Advantages of the Resource Room*
   - Allows the child to spend the maximum amount of time with peers in the general education program while receiving necessary special help
   - Increases the capacity of the resource room teacher to help many more children within the school
   - Avoids the tendency to label children, and eliminates the negative effects of labeling
   - Provides an unstructured, informal place where general and special education teachers and staff members can meet to share experiences, solve problems, and exchange instructional methods, materials, and activities
   - Permits the identification of a child's specific learning strengths and weaknesses for individualized instruction
   - Enables resource room teacher to provide classroom teachers and other school personnel with a continuous in-service program in identification and evaluation of pupils, and in the application of methods, activities, and materials with which to individualize instruction
   - Can serve all children within the school who require special help with learning problems

3. *Function of the Special Education Teacher*

   The special education teacher who staffs the resource room must be well-trained, experienced, and versatile in a wide range of competencies to perform the functions required:

   - Assess the strengths, weaknesses, and learning styles of individual children through observation and formal and informal diagnostic evaluation
   - Develop and interpret the educational plan in cooperation with the classroom teacher
   - Present and demonstrate selected activities, methods, and materials for the classroom teacher
   - Assist the classroom teacher in planning, preparing, and adapting classroom materials, methods, and activities
   - Monitor each student's individualized educational plan
   - Hold periodic conferences with the classroom teacher to adapt and update the student's educational plan and related instructional methods, activities, and materials
   - Equip the resource room with a wide variety of multi-sensory, multi-media and programmed instructional materials to meet the

broad range of individual student needs

- Provide a highly supportive atmosphere in order to assure success
- Upon teacher request, observe and informally evaluate other students in general education classes to suggest appropriate materials and activities
- Arrange workshops for the general education staff to demonstrate the applicability of special education methods, activities, and materials for individualizing instruction in general education classes
- Confer with parents to discuss their children's current learning status and needs
- Arrange workshops for parents to provide information and encourage involvement in the educational process of their children

4. *Implementation of the Resource Room at All School Levels*

The resource room approach is applicable to the elementary, intermediate, and high school levels. Whereas the resource room teacher at the elementary school level is responsible for instruction in areas of basic perceptual development and sequential skills of reading and mathematics, the resource room teacher on the high school level should be prepared to provide remediation in various deficit areas and to assist students in keeping up with the content and concepts of courses in all subject areas. Implementation of the resource room model in the high school, therefore, is a complex endeavor. If, for example, a high school resource room teacher is assigned twenty-five students, the teacher may well need to tailor twenty-five individual course outlines in such diverse subjects as social studies, history, science, mathematics, and English. Outlines for course content and homework assignments may need to be obtained from each general education teacher to enable the resource room teacher to coordinate those activities and materials which will best facilitate and reinforce the individual student's grasp of subject area content and concepts.

- At Edward R. Murrow High School, where the total school community is committed to making the optimal learning environment a working reality, the Edward R. Murrow High School Resource Room is pivotal to the integration of the exceptional child into the general education program. While both administration and staff recognize that instructional objectives for every course must be met, they find that it is neither necessary nor desirable to meet these goals through uniform instructional methods, activities, or materials. (For a description of the Special Integrated High School Unit at Edward R. Murrow High School, see page 29.)

In order to serve the wide range of needs of students in heterogeneously grouped classes, a broad spectrum of alternative methods, materials, and activities is coordinated between general education and resource room teachers for each course.

Multiple texts are ordered on a variety of reading levels for each course. These books are paginated so that students at differing reading levels can cover the same course work by being assigned similar materials in texts which they can read comfortably.

Visual materials, including films, filmstrips, slides, and transparencies, which provide the same basic concepts as those presented in written materials, are available to those students who have difficulty with the printed form.

Course requirements may be fulfilled by permitting the student to present projects in formats such as a cassette tape, a filmstrip, or a recording of an interview.

Tests may be given in the resource room or in the general education room, with adequate time allowed for completion. Tests may include such varied formats as essay writing, dictating answers to the resource room teacher, or recording on tape.

The benefits of the resource room approach may best be summarized by this statement of a student with cerebral palsy who attends Edward R. Murrow High School:

"It's quite an achievement for me to be going to regular classes after coming from so many years in special education classes.

"It's not too difficult if it's done right. I went to regular education classes gradually. First I went to a mathematics class where I had an average of seventy per cent. Then I went to an English class and I did better there.

"My resource room teacher helps me to know what's happening and tries to break down everything so that I can understand it. She goes to all of my mainstream teachers and gets outlines of the courses and, slowly, she makes sure that I know what I'm doing. Words can't describe her.

"Mostly, now, my main problem is that I need help with writing because the coordination in my hands is limited. So I have a buddy who uses carbon paper and takes notes in class for me too.

"You know, I used to think I was a forgotten child. Now I know I'm not forgotten."

PARTIAL GENERAL AND PARTIAL SPECIAL CLASS PLACEMENT WITH SUPPORTIVE SERVICES

Elementary School Level

Increased participation in integrated school activities and ongoing monitoring and reevaluation provide the bridge to part-time general education class placement for the student with disabilities.

1. *Learning Center Classroom*

   A Learning Center Classroom may be an alternative to full-time special class placement.

   - Second grade Learning Center Classroom at Public School 7 Richmond

     A second-grade Learning Center Classroom was designed by Public School 1 Richmond and the Evaluation and Placement Unit of the Division of Special Education and Pupil Personnel Services.

     Children attending the Learning Center class have received a full diagnostic screening and a written educational plan from the Evaluation Unit. On the basis of the educational plan, the Learning Center teacher develops an individualized learning schedule and selects accompanying instructional materials for each child.

     The school day for children who attend the Learning Center begins in the general education classroom. They come to the Learning Center for instruction in areas of perceptual development, reading, and mathematics. Instruction is individualized; children may work by themselves, or with one other child, or in small groups. Such independent work is made possible by the extensive pre-planning done by the Learning Center teacher and by the wide array of multi-media, programmed, and teacher-made materials available and arranged in a highly organized manner in order to enable children independently to find what they need.

     Children do their work on the basis of preplanned weekly contracts established with the Learning Center teacher, and they check off each completed task before proceeding to the next. The environment of the Learning Center classroom promotes the confidence, self-reliance, and pleasure with which these children go about their learning. In this setting, children who had previously experienced repeated failure in their attempts to learn are given an opportunity to feel the rewards of meeting the challenges of learning.

     After lunch, children and teacher return to spend the afternoon with their classmates in general education activities. As students improve their skills, they may spend more time in the general education class. Collaboration between the general education teacher and the resource room teacher continues. In this design, non-handicapped students in the school may also be screened by the local diagnostic/evaluative agency and attend the Learning Center Class for needed assistance.

Secondary School Level

The departmentalized structure of junior and senior high schools necessitates other considerations.

1. *Classes for the Emotionally Handicapped Partial Mainstreaming Program*

   This program, operating in both academic and vocational high schools, admits to its Individual Progress Classes those students who are able to cope with mainstream high school curricula but whose emotional problems necessitate special education instructional and supportive services.

   Each youngster enters the program with a thorough psychoeducational and clinical diagnostic evaluation. A learning prescription, written for each student is modified regularly to meet changing learning needs.

   Each unit of two classes is staffed by three special education teachers on the basis of their high school teaching experience. Every attempt is made to select teachers with varied specializations in the core subject areas. Each unit also has the additional support of paraprofessionals and the guidance counselor, as well as the itinerant services of a social worker, psychologist and psychiatrist. These classes provide a three-fold service to students:

   - Tutorial instruction to help each student keep up with mainstream coursework
   - Remedial instruction to those students who

are below grade level in reading and mathematics

- Instruction in high school subject matter to those students who cannot master a particular course in the mainstream classroom (In such cases, the department chairperson and unit staff work through a syllabus which meets the instructional objectives of the course and is, at the same time, appropriate to the student's learning needs.)

These arrangements, which enable students to attend general education classes for an average of three hours each day, are flexible and may change even on a day's notice, in accordance with each student's changing needs and abilities.

The full interdisciplinary team attends weekly meetings, during which the youngster's progress is evaluated and any necessary modifications are made in the educational plan. A liaison person from the administration of the school is invited to all team meetings to maintain ongoing communication between the Unit and mainstream teachers.

2. *Pilot Programs for Mainstreaming General and Special Education Students*

In New York City two distinct alternative designs have been implemented at the junior and senior high school level. Two pilot programs for mainstreaming general and special education students exist at The Rachel Carson Intermediate School 237 Queens and Edward R. Murrow High School. Both programs attempt to provide the least restrictive environment for each student.

Special Education Center at The Rachel Carson School

Established in 1972, the Center serves as a model for the integration of handicapped students into the mainstream of the school. Approximately ten percent of the students comprising the total school population are assigned to classes serving the following disabilities: neurologically impaired, learning disabled, doubly handicapped, educable retarded, visually limited, and orthopedically handicapped.

These students are placed in special education classes on the basis of their primary disability and are grouped for instruction according to their learning style, academic level, and learning needs. Within these groups each child is programmed on an individual basis. The programming responsibility is shared by the homeroom teacher, teachers serving the disability group, and the support staff, including the guidance counselor, remedial reading and mathematics teacher, speech therapist, occupational therapist, and paraprofessionals. The program is further strengthened by the participation of subject specialists in the areas of physical education, science, home economics, arts and crafts, industrial arts and pre-vocational training.

The program has evolved uniform school practices, including the following:

- Assignment of special education subject specialists to integrated and regular grade classes
- Matching the student to the most appropriate mainstream class and teacher
- Scheduling of special education students and classes to permit mainstream parallel programming in academic subjects
- Total mainstreaming of students capable of maintaining the standards imposed by subject teachers

This Special Education Center is not a center in the physical sense. Rather, it is an integral part of the total school, bringing handicapped students into all aspects of the educational spectrum. The auxiliary principal of the Special Education Center is a member of the school's administrative cabinet. Through its weekly meetings, this cabinet insures the spirit and the substance of the mainstreaming process for the entire student and faculty population.

Mainstreaming begins with the intake process before a student is even admitted to the program. In May or June prospective students and their parents meet with the Special Education Center staff. This orientation and evaluation period permits the staff to plan for the placement and programming of each student. This process includes:

- Selection of mainstream classes
- Assignment to shop according to interests and aptitudes
- Programming for corrective and/or remedial services
- Preparation of staff for individual student strengths, weaknesses, and learning styles
- Beginning of a positive parent-school partnership

The full team participates in decisions regarding class placement, remedial services, special assignments, and mainstream subjects. Responsibility for follow-up is shared by the guidance counselor, homeroom teachers, students, and all who serve them. Alternative programming is flexibly arranged on the basis of such meetings.

An essential ingredient to the success of the mainstreaming program is the support service provided by many members of the Special Education Center staff. Students experiencing difficulty in mainstream subjects are scheduled for small group tutorial sessions in science, English, mathematics, Spanish, reading and social studies. The purpose of this program is to strengthen academic and study skills, follow the student's homework, and upgrade comprehension of mainstream subject matter. Perhaps the most unique aspect of the success of this program is the provision of ongoing group "rap" sessions. In these sessions both handicapped and non-handicapped students share and air their problems and concerns.

Special Integrated High School Unit at Edward R. Murrow High School

The Special Integrated High School Unit at Edward R. Murrow High School has as its main focus the fusing of special education students with the general school population. This is accomplished primarily by having each student attend as many regular classes as the staff feels can be beneficial.

The school serves the needs of the physically handicapped, the brain-injured, the hearing and speech handicapped, the visually limited, and the educable mentally retarded. This population, which represents from ten to twelve percent of the school population, takes part in one hundred percent of the school's activities.

Each student is assigned to a resource teacher, who has very specific responsibilities for the direction of the education of the students in his/her charge. These responsibilities are divided into three areas: work on basic learning deficiencies, use of diagnostic tests to formulate learning prescriptions which are followed by both the general education and the resource teacher, and tutoring of students in general education class subjects. The resource teacher also serves as the student's advocate and grade advisor, and functions as the basic guide in the school. Each resource teacher is responsible for about twelve students whom he/she meets once or twice a day, a total of about twenty pupil-periods daily. The average size of the group which the resource teacher meets is only three or four students, thus enabling the teacher to accomplish the varied responsibilities associated with the group.

The other great strength of the unit is the support services which are marshalled for the students. The following personnel are assigned to this school-based unit on a full-time basis:

- Guidance counselor
- Psychologist
- Speech therapist
- Reading instructor
- Secretary
- Itinerant therapists
- Business education teacher
- Industrial arts teacher
- Coordinator
- Adaptive physical education teacher
- Paraprofessionals

The presence of the full-time psychologist and guidance counselor enables the unit to serve the social and emotional needs of students quickly. The support of the diagnostic/evaluative agencies of the Division of Special Education and Pupil Personnel Services enables the unit to respond quickly to the demands of new students and to adjust the class assignments of any student who may need a more appropriate placement.

By balancing the programming of students in the unit, the staff can make a broad spectrum of instructional options available. Thus, some students are in general education classrooms seven periods a day and some for only one or two periods.

In order to meet the individual needs of students, the unit has set up reading and mathematics clinics to bring them up to a level at which they will be able to function in general education classes. Industrial arts, typing, social studies, and physical education are offered in the same manner. For those students who continue to require a smaller class size and more personal attention, the special class situation remains in force.

To provide for the post-graduate occupational needs of students, an "Occupation Evaluation" class was organized that follows up with part-time and full-time job placement. By adding to the number of years spent at the school beyond the traditional four years and working outside of school, the student can be prepared for economic self-sufficiency upon leaving school.

A basic key to the success of the Special Integrated High School Program at Edward R. Murrow High School was given by an administrator of the program:

> . . . one final word regarding the coordination of a large unit in a school. The cooperation of the administration and staff is essential. Here at Murrow we have been fortunate in being part of the school from the day it opened. The entire staff is committed to our program. This enables the entire school to

have a uniform philosophy, one that accepts individual differences and helps each person achieve the highest level of potential possible.

FULL TIME SPECIAL CLASS PLACEMENT WITH PARTICIPATION IN INTEGRATED SCHOOL ACTIVITIES

Since the development of optimal learning environments for children with handicaps implies increased participation in the mainstream of the school, it may be that self-contained special education classes will tend more and more to become the exception to placement rather than the rule. There are, however, those students for whom full-time special class placement may continue to be the optimal learning environment which will best serve their total needs.

Children who receive the greatest educational benefit from full-time placement in a special education class still profit from planned interactions with general education students. Such interactions are facilitated when the special class is situated within the mainstream of school action. Physical isolation has often been thought to benefit the special class child by providing protection from the tide of mainstream activities. There is a growing realization, however, that such physical isolation may create and reinforce the child's negative self-concept. The elimination of physical isolation represents a step toward integration, but true integration is only a reality when it involves interaction as well. In New York City, activities such as those below have been successfully implemented for many years. School environments become less restrictive when opportunities are found for both general and special education staff and students to become more familiar with one another.

1. At a local public school an older Trainable Mentally Retarded (TMR) class had daily responsibility for helping a neighboring kindergarten class to zipper and button coats; put on mittens, hats, and boots; they also prepared and served snacks.
2. To raise funds for the Special Olympics, the special education class children at Public School 226 Brooklyn cooked, baked, and served a full-course luncheon to the school faculty. In the process, these children earned the esteem of both faculty and the general education students.
3. Further suggestions and activities to promote social and academic interaction may be found in Chapters II and III in this book.

Earlier in this chapter, the resource room approach for handicapped students in full and partial general education placement was described. The same benefits can accrue to students in full-time special class placement if the resource room is made accessible simultaneously to handicapped and non-handicapped students, thus providing an integrated experience for both. The resource room can also provide an unstructured, informal place where general and special education teachers and staff members can meet to share experiences, solve problems, and exchange instructional methods, materials, and activities.

Rather than viewing the special class as a long-term, self-contained placement, one can view it for some students as an opportunity to prepare for entry into general education. A familiarity with school routines such as fire drills, assembly, and lunch facilitates the student's participation in the mainstream. Ongoing collaboration between general and special educators should then create opportunities for appropriate academic mainstreaming. The special educator will help the student to improve those skills lacking in a specific area. For example, a student deficient in reading and interpreting graphs and maps should increase competence in this area before entering the mainstream social studies class. It is important that the student neither be over-protected nor threatened in the mainstream. A delicate balance is needed so that students with handicaps have the same opportunity to succeed or fail as their non-handicapped peers.

It is now apparent that the process of designing and implementing least restrictive learning environments for children with handicaps, rather than simply involving the return of students to general education classes, entails collaborating on a variety of flexible general education arrangements. The effort expended in reviewing the duties and responsibilities of existing staff will benefit the full school population. Continued cooperation between the school and the Division of Special Education and Pupil Personnel Services can engender closer working relationships through changing roles.

Chapter Five

"Though I am different from you, we were born involved in one another"

Chinese proverb found in a fortune cookie

Who Is The Disabled Child ? : Characteristics And Strategies

Understanding and Appreciating Children With Discrete Handicapping Conditions

This chapter will present an overview of the characteristics of discrete disabilities and suggest classroom approaches which respond to the needs of children with the characteristics described. When children are identified by any label, however, there is a danger of overlooking THE CHILD in all his unique dimensions and potential. Therefore, it is of utmost importance that a child is always seen beyond the disability if a classroom environment is to be fashioned which will best promote the attainment of all potential. If a child is seen only through the disability, he/she will see himself/herself only through the disability. If, on the other hand, a child is seen as a person first, who, among other aspects, has a disability, then the child can respond to his/her own needs as a whole person.

In daily interactions, people make hundreds of minor adjustments to human differences. When they live and learn with children who have handicaps, they are making further accommodations while incorporating specific knowledge and skill. This chapter is a cursory introduction to understanding and appreciating children with discrete handicapping conditions.

DISCRETE HANDICAPPING CONDITIONS

Specific Learning Disabled/Neurologically Impaired Child

1. *Characteristics*

The condition of specific learning disability is also known as neurological impairment, minimal brain dysfunction, brain damage, or dyslexia. The child with a specific learning disability is one who may have:

- difficulty in visual perception but is not blind
- difficulty in auditory integration but is not deaf
- difficulty in motor movements but is not physically handicapped
- difficulty with cognitive learning but is not retarded.

The child with a specific learning disability may be distractable or inattentive, may act the clown or the isolate, may be clumsy or awkward, may have difficulty cutting or writing, may not know left from right or yesterday from tomorrow, and may demonstrate extremes of performance in the different academic areas.

Why does the child behave this way? It may be due to:

- Weakness in the sensory pathways or the integration process
- Inability to select or monitor auditory or visual stimuli
- Lack of gross or fine motor coordination
- Inability to identify self in time or space

2. *Educational Strategies*

Consistency and structure are keys to teaching the child whose own make-up is lacking consistency and structure. The learning disabled child will function best in a classroom in which:

- A daily plan provides the step-by-step support of knowing what comes next
- The identification of the child's modality strengths and weaknesses help the teacher adapt instruction to suit the child's needs
- Instructional groupings are formed on the basis of shared learning styles rather than on the basis of instructional levels
- Task analysis and learning objectives tailor classwork to the child's current learning status
- A well-defined space and learning contract create a stable and productive learning environment.

Learning disabled, neurologically impaired children may benefit from placement either in a self-contained special education classroom or in a general education class receiving specialized services from a resource room teacher.

Children With Emotional Handicaps

1. *Characteristics*

The behavior of children with emotional handicaps ranges across a wide spectrum of ways of dealing with the world, from acting out upon it to withdrawing from it. Although their extreme responses are diametrically opposite, both acting-out and withdrawn children are engaged in the same ineffective attempt to heal the deep hurt in their lives. These patterns of coping, albeit self-defeating and non-productive of a sense of well-being, are essentially no different from those of all other persons. The primary difference between the emotionally disturbed child and his better adjusted peers lies in the degree to which the coping patterns have been frozen into a rigid system as a defense against extreme vulnerability.

Withdrawn Child

The child who withdraws is one who copes with the stresses and strains of life by retreating behind the safety of an often impenetrable wall. These children tend to have experienced, often early in life, that it is not safe to express their authentic feelings to the significant people around them. They have learned to derive their security by concealing the spontaneous expression of their thoughts and feelings. They are sometimes mute or near mute, always quiet, and often compliant to the wishes and demands of others. Their problems are generally identified long after they enter school because their behavior is not disturbing to others. On the contrary, they are most often seen as the "good" children.

Children who attempt to cope with their problems by withdrawal may manifest behavioral characteristics which include:

- Shyness
- Fearfulness
- Listlessness
- Poor school achievement
- Self-consciousness
- Difficulties in sleeping, eating, attending
- Excessive day-dreaming

The Child Who Acts Out

The acting-out child is one who copes with and defends against stress by acting out feelings with an impulsive, and often explosive, immediacy. Acting-out children generally find it difficult to deal with frustration or to postpone immediate gratification of their needs. They may be prone to temper tantrums, attention seeking, bullying, defiance, and general uncooperativeness. They may look as if they have more control over their behavior than they actually do. As a result, others may interpret their actions as deliberately provocative or vengeful.

The acting-out child is, more than any other with a handicap, perceived as disturbing rather than disturbed. If this child, for example, tears down a bulletin board during a rageful outburst of anger, fear, hurt, or frustration, those around him may take this act as a personal insult or assault and may respond with "Why did you have to do that?" This statement frequently carries a message which says, "You did not have to do that." If, on the other hand, a blind child were to bump into a bulletin board and mar its appearance, the response of those around would carry an expression of patient understanding.

It is, indeed, very difficult for adults and children who share their time and space with acting-out children to understand them and their symptoms and simultaneously affirm limits for the common good. It is crucial to recognize that the behavior of the acting-out child *is the symptom* of his/her handicap just as the blind child's not-seeing is a symptom. Recognition of this fact is the key to interacting with and helping this child to lead a more productive and satisfying life.

2. *Educational Strategies*

The intellectual capacity of both withdrawn and acting-out children ranges across the same continuum as does the intellectual potential of all children. These children, however, do not utilize their basic potential productively. The withdrawn child who is a good reader, for example, may read all day as a means of escaping from the reality around him. An acting-out child may possess all of the basic perceptual skills requisite to reading mastery and yet be a non-reader. The child may experience attending to details as threatening and, therefore, take flight from focusing attention on the printed word.

Most children who are emotionally disturbed have a poor sense of self-esteem and feel hopeless and helpless about themselves socially and academically. The teacher will, therefore, need to discover the strengths in these children in order to fashion a therapeutic curriculum which will support them in the development of a realistic perception and mastery of their internal and external environments.

Behavior which is generally unacceptable for most children is a symptom of emotionally disturbed children and may appear on the first day of school. The teacher who relates to these symptoms with the creation of a therapeutic teaching environment enables the child to grow. Such symptomatic behaviors may include lateness, truancy, wearing coat in class, or resistance to lessons and group activities. Thus behavior which is generally considered acceptable for most children needs to be held as the goal for children who are emotionally handicapped.

Therapeutic education for troubled children is prescribed by a clinical educational team. This team makes decisions relating to evaluation and selection of curriculum content, methods, materials, and activities. Further, the team suggests room arrangement, classroom management, and consideration of individual and group dynamics.

Children With Retarded/Cognitively Delayed Abilities

1. *Characteristics*

Children with retarded mental development tend to be slower than their peers in the areas of social interaction, cognitive growth, and motor development. They may evidence speech problems and delays in language and communications skills. These youngsters have difficulty with incidental learnings within their everyday environment. They may not, for example, know their birthdate or their address. Such information, learned readily by their chronological peers, must become part of the curriculum for the mentally retarded child. Not to be confused with the "slow learner" who, with time and appropriate intervention tends to catch up to peers, the mentally retarded child has limited intellectual potential.

2. *Educational Strategies*

For children who are mentally retarded, even more than for other students, school is a social, vocational and educational training laboratory where they prepare for living and working as adults. Appropriate mainstream activities which provide positive social interaction with limited failure and frustration can contribute toward the student's growth. For the child with mental retardation, it is most important to implement educational strategies which include repetition of material in varied contexts, moving from the concrete to the abstract, teaching material using task analysis and sequential presentation, and providing as many experiences for success as possible.

The gradations of retardation are numerous but generally divided into three groupings convenient for discussion:

- Mildly retarded or educable children may appear "normal" but develop slowly in the academic, social, physical, and language areas. These children will probably be able to work in semi-skilled or unskilled labor and will live independently or with minimal assistance as adults.
- Moderately retarded or trainable children may have more visible stigmata than the educable. Learning potential is more limited, and learning activities must be even more concrete and functional than for educable children. Trainable students must be taught life skills which will contribute to adult functioning in the semi-independent working and living environment they can achieve. Speech, motor, and travel training are often provided to educable and trainable children by itinerant specialists in an effort to increase potential for independence in life and work.
- More severely or profoundly retarded youngsters require self-help skills geared to the sheltered environment in which they will live. These children have greater visible stigmata than the educable and trainable. Speech and motor education are essential support services provided by itinerant specialists. Mainstream activities fitted to the in-

dividual needs and abilities of the retarded student can promote learning and confidence to the extent that such activities approximate the society in which the student will someday live.

Children With Speech and Language Impairments

1. *Characteristics*

Children diagnosed as speech or language impaired demonstrate a variety of symptoms which represent many causes. A child's inability to be an effective communicator may be heard as misarticulations, voice distortions, dysfluencies, and inappropriate or insufficient vocabulary or syntactical structure. Misarticulations may be heard as substitution of one sound for another or as omissions or distortions of speech sounds. Voice distortions may be heard as volume too loud or soft, pitch too high or low, nasality, hoarseness, or breathiness. Dysfluencies may be heard as rapid speech, hesitations, or repetitions of sounds or words. Language disabilities may be evidenced as inappropriate choice or arrangement of words.

2. *Educational Strategies*

The causes of speech or language impairment may be organic, physiological, psychological, or environmental. Speech and language skills are automatically acquired by most children. However, when the ability to communicate is impaired, there is a need to teach a child these skills. Speech and language therapy should be conducted by specially trained personnel, with reinforcement by the classroom teacher. Children with communication disabilities need a success-oriented environment, rich in care and support, if remediation is to occur.

It is necessary to have an intact neurological, physiological, and psychological system if a child is to produce and combine intelligible speech sounds, and is to receive, integrate, structure, and express understandable and appropriate language. Therefore, the child who is deaf or hard of hearing, blind or visually impaired, brain damaged, learning disabled, mentally retarded, emotionally handicapped, or physically handicapped may have any number of speech and language disabilities. A speech or language impairment, however, may exist without any of the above. For example, the child who has a cleft palate, who stutters, or who has severe language delay or misarticulations may have no other handicap. It is important to recognize the needs of these children and provide them with specialized speech and language training even when they are fully mainstreamed in general education classes.

Children Who Are Blind or Visually Impaired

1. *Characteristics*

Children with visual handicaps are those who are identified as having visual acuity with glasses of 20/70 or less in the better eye, or marked loss of field of vision. Aside from their visual limitation, these students are like their non-visually handicapped peers in every way and should be treated so by teachers and classmates.

Children receive special services when they are blind and unable to function with printed materials. These children may also have normal mental ability and adequate self-help skills.

Blind children sometimes have mannerisms which are inherent in their handicap. These are called "blindisms." The teacher may notice, for example, that the blind child may rock or touch his eyes. Such actions are normal attempts on the part of the sightless child to compensate for the lack of visual stimulation by providing physical self-stimulation.

2. *Educational Strategies*

The same general methods of instruction used for the normally sighted student are equally valid for the visually handicapped child. There are limitations as to what visually handicapped pupils can do in certain classroom activities such as working with diagrams, chalkboard illustrations, maps, books with conventional print, or experiments. The visually handicapped pupil, however, should not be excluded from these activities, but should be helped by permitting the handling of objects to the extent possible; the holding of materials close to the eyes if necessary; seating near to the chalkboard; and the provision of a companion or buddy who can assist with diagrams, assignments and experiments. Not every visually impaired child needs the same kind of help. Visually handicapped children should have the same classroom responsibilities and privileges as their fully sighted peers. They should be given every opportunity to join such programs as student councils, clubs, shows, and squads. It should be noted that visually limited students receive time and a half for completing examinations. The use of a tape recorder can be an alternative to written work.

A resource room program in the community school enables the blind or visually handicapped student to participate in activities with normally sighted classmates and receive the support services needed. The resource room teacher cooperates with the classroom teacher in planning educational, social, visual, and emotional strategies; tutors the student in academic subjects; provides specialized instructional materials and equipment such as enlarged visual, large-print books and Braille instruction when needed. The resource room teacher administers tests either orally or in Braille; translates written material into Braille, and arranges for special additional support services when needed.

Children Who Are Deaf Or Hearing Impaired

1. *Characteristics*

   Children who are hard of hearing generally learn language through the auditory channel with the help of their lip-reading skills. Children who are deaf, on the other hand, generally learn language through the visual mode with the aid of auditory training and amplification.

   Children who are deaf or hearing impaired will have readily observable differences in language functioning as compared to their hearing peers. The deaf and hard of hearing children will usually reflect oral language deficiencies in written work.

   They may manifest receptive language difficulties; be two to four years delayed in language concepts, vocabulary, and syntax; manifest articulation errors, including consonant sound substitutions and omissions; and have a speech rhythm and quality unlike that of their hearing peers.

   It is often thought that the deaf or hearing impaired child has full hearing restored with the use of a hearing aid. This is not so. The hearing aid will only facilitate the use of residual hearing which the child already possesses, thereby increasing the reception of gross sounds and some speech. At the same time, however, the hearing aid may also distort incoming sound and fail to filter out ambient noise in the environment. These may well represent stress factors for the child using a hearing aid.

2. *Educational Strategies*

   Most hearing impaired children are programmed into general education classes. Depending upon their individual needs, they may receive lip-reading and other specialized supportive instruction from an itinerant teacher of the deaf who visits the school once a week and provides the needed services individually or in small groups. Children needing more support may be placed in community schools which have a resource room program. Here the student may spend a portion of the school day receiving instruction in lip-reading, auditory training, language development, and reading.

   It is suggested that a hearing handicapped child be given a favorable seat and assigned a "buddy" for note-taking. Because this child relies heavily on lip-reading, it is helpful if all people in the classroom speak naturally while facing the child. It should be noted that hearing handicapped children have difficulty in changing activities and understanding questions. Using short sentences with key words as visual aids will help to minimize the problem. The kinesthetic and visual approach should dominate the teaching methods used with such students.

   Group FM hearing aids are used in those schools which have a resource room program for the deaf and hearing impaired. The classroom teacher generally wears an FM transmitter which conveys the teacher's words to the receiver worn by the child, thereby cutting out disturbing and distracting environmental sound.

   Both the itinerant and resource room teachers of the deaf assist the classroom teacher in adapting appropriate instructional methods, activities, and materials; teach a lesson to the general education class; sit with the hearing impaired student while the classroom teacher conducts the class; tutor the student in language concepts related to the classwork; and assist the classroom teacher in planning appropriate educational strategies.

   The child who is deaf or severely language impaired and unable to function in the mainstream may attend either the New York City Board of Education's School for the Deaf, or School for Language Impaired Children. A wide range of alternative programs and methodologies, including a total communication approach, are offered to students.

Children With Physical Disabilities

1. *Characteristics*

   Students with physical handicaps may use braces, crutches, or wheelchairs; or they may have cardiac or asthmatic conditions, muscular dystrophy or cerebral palsy, birth defects or seizure disorders. They may require special shoes, spinal braces, or special appliances for writing

2. *Educational Strategies*

   These children can participate in a classroom in which architectural barriers have been minimized or removed. Aisles should be kept clear and furniture arranged to permit the easy passage of children in wheelchairs or on crutches. Consideration of such factors as the altered eye level and grasp level of students in wheelchairs should be part of planning room arrangement and displays.

Depending on the nature and degree of the physical handicap, it may be beneficial for the student to have a "partner" who can carry supplies or assist during change of class.

Students who are profoundly physically disabled have the outer appearance of being the most severely handicapped. Perhaps it is from this group that we can best learn the danger of passing judgment on outer appearances. Many of these children who move and talk with great difficulty are endowed with average or above average intelligence. With appropriate adaptive equipment, it is usually possible for them to function in a general education setting. Wheelchairs and other specially designed appliances facilitate sitting in the classroom, eating, writing, or using a typewriter. Modifications designed by occupational and physical therapists enable students to enter a less restrictive environment. With the added assistance of a paraprofessional to help with such matters as toileting, transportation, and feeding, there is no reason for these children to be excluded from the mainstream of the school.

The Education for All Handicapped Children Act offers monetary grants to encourage schools to remove architectural barriers so that children with disabilities may be more easily accommodated in public school buildings. These alterations will enable handicapped students to participate in optimal educational experiences in a least restrictive environment.

Children Multiply Handicapped

1. *Characteristics*

Children with multiple handicaps have two or more of the following conditions: metabolic or central nervous system disabilities; birth defects; neurological impairment; cerebral palsy; mental retardation; emotional disturbance; blindness; deafness; language and hearing impairment; seizure disorders; muscular dystrophy. Whatever the combination of disabilities, their clinical, educational, and behavioral manifestations are often complex.

2. *Educational Strategies*

Because of the extent and complexity of these disabilities and the very special needs of these students, a more unique school setting is required. Since the early 1970's, children with multiple handicaps have been educated in special schools (Centers for the Multiple Handicapped) and in special classes in community schools which have ramps, modified toilets, and elevators. These students receive physical, occupational, and medical therapy in addition to speech and language therapy, motor education, and other supportive services.

It is here one can comprehend the spirit and significance of the term "least restrictive environment." For children who would have spent most of their learning years at home, facilities such as those described above offer a less restrictive environment than the educational and social isolation of home instruction. As a result of the rehabilitation provided in these programs, some students are advanced to other appropriate school-based special education classes. This advancement to an even less restrictive environment demonstrates the reality of the Cascade of Educational Alternatives described in Chapter II. This is the true meaning of MAINSTREAMING: that all human beings have the right to participate in productive living to the greatest degree possible. The reality is within our grasp.

ADVOCACY AND/OR INFORMATION ORGANIZATIONS SERVING THE HANDICAPPED IN NEW YORK CITY

THESE AGENCIES MAY BE CONTACTED TO PROVIDE INFORMATION ABOUT HANDICAPPED CONDITIONS

American Foundation for the Blind
15 West 16th Street
New York, N.Y. 10011

American Schizophrenia Association
56 West 45th Street
New York, N.Y. 10036

The Associated Blind, Inc.
135 West 23rd Street
New York, N.Y. 10010

Association for Children With
Retarded Mental Development
902 Broadway
New York, N.Y. 10010

Association for Crippled Children
and Adults of New York State, Inc.
2 Park Avenue – Room 1815
New York, N.Y. 10016

Association for Retarded Children
New York State Chapter
175 Fifth Avenue – Room 1000
New York, N.Y. 10010

Association for the Help of
Retarded Children – N.Y.C. Chapter
200 Park Avenue South
New York, N.Y. 10003

Association for the Advancement
of Blind Children, Inc.
164-09 Hillside Avenue
Jamaica, N.Y. 11432

Brooklyn Association for Mental Health
30 Third Avenue
Brooklyn, N.Y. 11217

Citizens Committee for the Handicapped
40 East 69th Street
New York, N.Y. 10021

Commission for the Visually Handicapped
N.Y.S. Department of Social Services
270 Broadway
New York, N.Y. 10007

Community Council of Greater New York
Information Bureau
225 Park Avenue South
New York, N.Y. 10003

Confederation of C.S.B.'s
48 Manor Court
Staten Island, N.Y.

Council for Parents of Exceptional
Children, Mayor's Advisory Committee
for the Handicapped
c/o Agency for Child Development
220 Church Street
New York, N.Y. 10007

Epilepsy Foundation of America
Greater New York Chapter
225 Park Avenue South
New York, N.Y. 10003

Industrial Home for the Blind
57 Willoughby Street
Brooklyn, N.Y. 11201

Institute of Rehabilitative Medicine
400 East 34th Street
New York, N.Y. 10016

International Committee Against
Mental Illness
40 East 69th Street
New York, N.Y. 10021

Mental Health Assoc. of New York
and Bronx Counties, Inc.
1440 Broadway
New York, N.Y. 10018

Muscular Dystrophy Association
of America — National Headquarters
810 7th Avenue
New York, N.Y. 10019

Muscular Dystrophy Association
of America — Executive Offices
205 East 42nd Street
New York, N.Y. 10017

National Multiple Sclerosis Society
National Headquarters
257 Park Avenue South
New York, N.Y. 10010

National Multiple Sclerosis Society
New York City Chapter
466 Lexington Avenue
New York, N.Y. 10036

New York Association for the Blind
111 East 59th Street
New York, N.Y. 10022

New York Association for
Brain-Injured Children
95 Madison Avenue
New York, N.Y. 10007

N.Y.C. Department of Health
Bureau for Handicapped Children
350 Broadway
New York, N.Y. 10013

N.Y.C. Department of Mental Health
and Mental Retardation Services
Information & Referral Service
93 Worth Street
New York, N.Y. 10013

New York League for the Hard of Hearing
71 West 23rd Street
New York, N.Y. 10010

New York State Association for
Mental Health
250 West 57th Street
New York, N.Y. 10019

Queens County Mental Health
Society, Inc.
192-08 Jamaica Ave.
Hollis, N.Y. 11423

Retarded Infants Services
386 Park Avenue South
New York, N.Y. 10016

Richmond Parents, Teachers & Friends
of the Retarded
P.O. Box 356
Staten Island, N.Y.

Staten Island Federation of P.T.A.'s
41 Atlantic Avenue
Staten Island, N.Y. 10304

Staten Island Mental Health Society
657 Castleton Avenue
Staten Island, N.Y. 10301

United Cerebral Palsy of
New York City, Inc.
122 East 23rd Street
New York, N.Y. 10010

United Parents Association of
New York
15 East 26th Street
New York, N.Y. 10007

Mayor's Office for the Handicapped
250 Broadway
New York, N.Y. 10007

Chapter Six

"The educator must be as one inspired by a deep *worship of life*, and must, through this reverence, *respect*, while he observes with human interest, the development of child life. Now, child is not an abstraction: it is the *life of individual children.* There exists only one biological manifestation: the living individual; and toward single individuals, one by one observed, education must direct itself. By education must be understood the active help given to the expansion of the life of the child."

Maria Montessori in O'Gorman, Ned, *The Wilderness and the Laurel Tree.* New York: Harper & Row, 1972 , p. 156.

Specializing Education For Change

Methods, Materials, and Techniques in Special Education

This last chapter recognizes that it is the classroom teacher who is central to the fulfillment of the mandated goals of PL 94-142. It is the obligation of all others involved in this process to enhance the teacher's ability to meet the goals.

The preceding chapters of this book have offered guidelines and tools needed for understanding children with disabilities, for fostering positive attitudes, for designing alternative educational environments, and for recognizing similarities and differences shared by all people. These stepping stones are necessary to assure an environment in which general and special educators can begin implementation of the mandates.

It is now essential to examine, explore, and incorporate specific methods, materials, and techniques to use for children with special educational needs. Ideally, all future pre-service training for teachers and administrators will encompass the interfacing of general and special education. In this transition period, however, in-service training and retraining for both general and special educators is imperative. In-service training may include workshops to increase knowledge of various aspects of special education:

- Specific disabilities
- Observation techniques for assessment of children's social, emotional, physical, and cognitive needs
- Diagnostic-prescriptive process
- Function of the IEP team
- Ways of meeting the needs of children with specific disabilities
- Methods of implementing individual, small group, and large group instruction
- Teaching to a preferred modality
- Adaptation and preparation of instructional materials to match modality preferences, learning styles, abilities, and disabilities

These are teacher tools requisite to specializing instruction for both handicapped and non-handicapped children.

SPECIALIZING EDUCATION

Being part of the child-centered world of education means responding to the unique needs of all learners. Children come to teachers with a wide range of capabilities. Specialized teaching involves an individualized educational response to each child's personal learning style. Good teaching, whether in special or general education, has as its hallmark the matching of student needs and characteristics with appropriate teaching methods, materials, and activities.

Essential to specialized education is a psychoeducational assessment, the development of an educational plan based on the assessment, the establishment of goals for the student, and a system of evaluating progress.

The diagnostic and evaluation unit of the New York City Division of Special Education and Pupil Personnel Services is responsible for completing a psychoeducational assessment for each child and for designing an educational plan based on the current assessment of the child's learning style and activities. This educational assessment and plan provides the teacher with a guide to presenting methods, materials, and activities at a sequence and pace to suit the child's educational, emotional, and social needs.

Basic Considerations of Individual Assessment and Plan

The individualized assessment and plan also take into consideration discrete aspects of the student's functioning. Some of these are:

1. *Modality Preference*

   The plan suggests the sensory pathway through which the child learns best. Some children learn best by hearing, others by seeing and still others by touching and moving. One child may need to work with manipulative materials longer than another before proceeding to written tasks. For example, in learning letters and sounds a child may need to utilize letter tiles, alphabet letters, or sandpaper letters before working directly with written tasks. This need of the child for tactile learning opportunities is not to be viewed as reflecting a learning deficit but rather as an expression of a specific learning style to which the classroom has the capacity and responsibility to respond.

2. *Rate of Learning*

   The plan gives the teacher a sense of the unique rhythm with which the child learns. Some children require small instructional steps, while others grasp concepts at a faster pace. Some students benefit from learning experiences presented in many and varied contexts. For example, the child who is cementing skills in auditory memory will profit from recounting story details, repeating instructions and recalling game rules.

3. *Attention Spans*

   The plan suggests the maximum amount of uninterrupted time a child should devote to any instructional activity or material. Many children profit most from well-spaced, brief learning periods. Providing the child with a short period of non-stressful activity, such as listening to a tape recording with earphones, releases tension immediately after a concentrated learning effort and tends to enhance mastery.

4. *Gross and Fine Motor Coordination*

   The plan describes the student's abilities to write, to use manipulatives and to move. This information influences the selection of methods, activities, and instructional materials. For example, a student who has difficulty in writing can make a tape recording of a report with greater success, thereby avoiding unnecessary frustration.

5. *Specific Skills*

   The plan presents a profile of the child's hearing, vision, speech, and language ability in addition to the current status of the child's academic skills. For example, it may suggest seating, materials, and techniques to accommodate a child's possible hearing or vision deficit and may recommend materials in reading or mathematics appropriate to the student's current levels of mastery.

Basic Instructional Strategies to Accommodate Learning Goals

Specialized education is not static. It is a dynamic process which requires the teacher to make careful and continuous observation of the child's everchanging educational needs. Specialized education calls upon the teacher to select a sequence of learning activities, methods, and materials tailored to the learning objectives and the current needs of the student. The appropriateness of these activities, methods, and materials depends upon the original assessment and ongoing reevaluation of the child's strengths and weaknesses.

To be sure that the learner may concretely experience both the fact and feeling of success, it is important to pinpoint instructional goals in terms of the student's educational objectives and current psychoeducational profile. The specific goals and the criteria for evaluation of progress should, when appropriate, be mutually determined by student and teacher. This student-teacher interaction continues the process of reevaluation and redesign of the educational plan.

Individualization requires the organization of educational options which accommodate the learning goals of the student and provide for individual learning charcteristics. This process cannot be accomplished unless basic instructional strategies are implemented in the classroom. Some of those strategies are listed below:

1. Create a learning environment which ensures success.
2. Create a learning environment which limits

physical, emotional, and social barriers.

3. Utilize task-analysis techniques to analyze the discrete steps of a skill to be taught.
4. Utilize a developmental sequential technique, relating previously learned skills to a new task.
5. Utilize the student's strengths while developing the student's weak areas.
6. Teach the same material many times, in varied contexts, with varied materials.
7. Change methods, materials, or techniques if the learning is not accomplished after four or five presentations.
8. Arrange student "buddy teams" for review and reenforcement.
9. Use concrete, extrinsic rewards where necessary, while encouraging the student's acceptance of intrinsic rewards.

Recognition of individual differences is not a present day revelation. General education has long been involved in meeting a wide range of learning needs. Open classrooms, learning laboratories, resource rooms, and learning center classrooms are but some of the innovative educational techniques being utilized to accommodate a wide range of learning goals and student abilities. These educational options are now available to enrich the collaboration between general and special education.

RICKY: PORTRAIT OF A BOY WITH A LEARNING DISABILITY

The procedures and processes involved in specialized instruction to meet individual student needs will be illustrated in the following section. A fictionalized study of a child named Ricky will be presented as he moves from elementary through high school. His social-emotional, physical, and cognitive needs will be discussed, and the approaches utilized by the members of the clinical-educational team to provide him with an optimal learning environment will be presented.

Ricky in Elementary School

Ricky is six years, six months old. His first grade teacher, Mr. Hall, has been concerned about Ricky's behavior and his academic achievement since school began six months ago.

1. *Teacher Comments*

In conference with Ms. Greene, the guidance counselor, Ricky's teacher gave the following picture of the child:

Small Stature

Clumsy

"Ricky is an adorable child. He is smaller than his classmates, on the thin side, and looks much younger than he is. Ricky is a really cute child but very clumsy. He just seems to trip over everything. No sooner do the other children build a block structure than Ricky has knocked it down. Although he doesn't seem to do this on purpose, it never fails that he is upsetting the other children's work. He's either disarranging their things out of some awkward accident or he's touching their things as if trying to be helpful. In any case, Ricky just seems to upset whomever he's near.

Crying, Temper Tantrums

"The other children don't want him around. They push him away, and then Ricky becomes hurt and confused. He doesn't seem to know what he's done to deserve the rebuffs. This often results in sudden helpless tears and temper tantrums. Then I have to spend time calming Ricky. This takes a lot of time away from the other children. It's really pitiful to see Ricky become so humiliated and helpless. He's really such a sweet, well-meaning child.

Speech Problems

"Ricky also gets a terrible teasing from his classmates because he's got a speech problem and is hard to understand. Sometimes Ricky drops the initial letter from a word when he's talking. For example, he will say "um ere" instead of "come here." Sometimes he omits the final sounds in words and cannot produce blends. (Says "bue" for "blue".) It is very frustrating for him not to be understood and it's also frustrating for us not to understand him.

Responsive to Rhythm

"Even though Ricky's so clumsy in the classroom and in most gross motor activities, he loves to dance and to listen to music. It's strange. He's not at all clumsy when he moves to the rhythm of a drum beat. He's really quite graceful at doing rhythms, and that's the time of the day that Ricky gets along best with the others. Unfortunately, however, we can't be doing rhythms all day long in a first grade class. As soon as it's time to get on line, there goes Ricky again. He seems lost. He's

Unable to Follow Verbal Directions

utterly unable to follow directions. I can call him any number of times but Ricky continues to wander around. He doesn't seem able to listen, let alone listen and follow directions. Any time that we change from one activity to another, there's time wasted while I get Ricky to catch up with what we're beginning to do.

Poor Achievement in Reading and Mathematics

"Ricky's behind in reading and mathematics. He can't seem to keep up with the others. I'm afraid that he might be developing some kind of inferiority complex. He seems to go out to the bathroom more and more frequently and to stay out longer and longer. Ricky says that he gets lost but I wonder if he's just trying to escape the unpleasant time he's having in class. I wouldn't blame him. I've tried to help him in every way I know how, but I just don't seem to be able to get through to him.

Good Fine Motor Coordination

"Ricky's fine motor coordination is generally quite good. He enjoys doing puzzles, scissors work, and coloring activities, but these activities are still pretty much on a kindergarten level, and Ricky knows it. His handwriting is the only first grade work he does which is on par with that of the other children. Ricky has no idea of what he's writing, however. He just copies. He can't do any spelling, and although he can write the alphabet in capital letters and knows some of the letter names, he doesn't seem to grasp the phonetic sounds of the letters.

Growing Sense of Failure

"What concerns me now is that I've been noticing more and more that Ricky is giving up. He seems afraid. He says, 'They won't let me,' and blames the other children for excluding him. But I think that Ricky might be using this as an excuse for his growing fear of failure. Of course, it's true that the other children would rather not have him around. I do think, however, that they are confused because they can't help but respond positively to Ricky's affability. One child's mother came to see me because her child had complained about Ricky's interfering with his work. Although this mother was annoyed, she also wondered what was wrong with Ricky.

"If only I knew what to do to help Ricky, I do believe that I could enlist the support of the whole class to help him too, but I'm really at a loss. Although I would feel sad to do so, I am just about ready to request that Ricky be taken out of my class. It's just becoming unfair to the other children, and Ricky certainly seems to need more special help than I know how to provide for him. Maybe he needs a special class."

After conferring, Mr. Hall and Ms. Greene agreed that Ricky would remain in his present class while appropriate referrals were made in an attempt to get to the roots of his difficulties.

2. *Parents' Observation*

To begin with, both teacher and guidance counselor met with Ricky's parents, Mr. and Mrs. Peters, to convey their observations and concerns. During this meeting, Ricky's parents related the following information about their son:

> Ricky had been born prematurely by forceps delivery. He was late in both walking and talking. Mr. and Mrs. Peters were not surprised to hear about Ricky's clumsiness since he had stumbled and been awkward since infancy. From earliest childhood Ricky had tended to play with younger children whose development seemed more on a par with his own than with that of children his own age.
>
> Ricky had always been a very cuddly and affectionate child, but recently his cuddliness seemed more like clinging. Mr. and Mrs. Peters wondered if this had something to do with the frequent illnesses he had experienced from repeated middle ear infections.
>
> Ricky's parents also expressed their concern about the fact that Ricky was having trouble getting to sleep and was awakening from nightmares. Mornings, they said, were becoming particularly distressing in that Ricky was throwing up his breakfast and not wanting to go to school. They wondered if he was ill or if this reflected an adjustment problem in going to first grade. Mrs. Peters reported that she was expecting another child in two months and was further concerned about Ricky's response to the coming of a sibling. Both parents confided that they had been

harboring fears about their son's development for some time. Since they had been reassured by their pediatrician that Ricky would catch up, they were trying hard to dismiss their worries as those of overly concerned parents.

3. *DSEPPS Evaluation**

All concerned agreed that it was both timely and important for Ricky to be referred to the DSEPPS evaluative unit to assess his current social-emotional, physical, and cognitive status. Ricky's parents signed the necessary request for referral forms. Ms. Greene submitted these to the school's principal, who in turn referred Ricky to the district evaluative unit. At the scheduled time, Ricky received a comprehensive psychoeducational assessment, which included a pediatric-neurological work-up, speech and language diagnosis, and a battery of psychological and educational tests. He was also placed in a diagnostic class at the district evaluative unit for three days. The diagnostic teaching process during this three-day period was a valuable part of the evaluative process since it revealed important information with regard to Ricky's behavior and learning styles.

Upon completion of its evaluation, the diagnostic team called upon Mr. and Mrs. Peters and Ricky's teacher to meet with a representative of the subcommittee of the Committee on the Handicapped. After a review of the findings, it was recommended that Ricky remain in his general education class while receiving supportive special education services. His parents consented to this placement.

* *Note:* Specific procedures are currently being adapted to implement the PL 94-142 mandates for educational evaluation and preparation of an IEP for the student with special education needs. For further information, please contact DSEPPS, 110 Livingston Street, Brooklyn, N.Y. 11201.

4. *Test results*

The test results of Ricky's intellectual and speech and language functioning are briefly summarized below. In addition, a comprehensive profile of his educational strengths, weaknesses, and learning style is presented. The test results provide the basis for a full school-based educational-clinical team, including Ricky's parents, to develop an individualized educational program.

PSYCHOLOGICAL ASSESSMENT

Assessment of Intellectual Functioning

On the Wechsler Intelligence Scale for Children, Ricky scored in the low normal range. His good performance on tasks on similarities, block design, and coding indicated his abilities in the area of concept formation and his visual perceptual facility in copying designs from a model.

Ricky's performance in vocabulary was adequate, but his speech articulation difficulties made it difficult for the tester to understand him.

Ricky's performance in the area of information and comprehension reflected his needs for greater exposure to his environment and growth in socialization. Growth in these areas should help to increase his scope of general information of the world around him as well as his sense of social judgment.

Ricky did poorly in the mathematics subtest, and this indicated his anxiety in the area of academic performance as well as his need for developing basic number concepts. Poor performance in picture arrangement pointed toward a need for mastery of spatial awareness.

It was the impression of the tester that Ricky's performance was minimal and that he showed a potential for greater intellectual capacity.

House, Tree, Person Drawings and Bender Gestalt Test

Ricky's drawings of people were small, with hands and ears omitted. These factors suggested an immature body image and feelings of emotional insecurity. Figures also had a line drawn under them and relfected Ricky's need to ground himself in space. Bender Gestalt Test errors also indicated deficits in spatial awareness.

Much work is needed to help Ricky develop his internal body awareness as well as his sense of body in space. Drawings, which had many details included, gave an indication of Ricky's imaginative abilities and of his basic intellectual capacities.

SPEECH AND LANGUAGE ASSESSMENT

The hospital report received on Ricky's audiological screening indicated findings of a mild hearing loss as a result of chronic ear infections with fluid building up in the middle ear. Myringotomy surgery was recommended to drain the middle ear of fluid and restore normal hearing ability.

Ricky's mild hearing loss appeared to have resulted in problems of speech production. He had difficulty in discriminating between similar sounding words (e.g., *horse* - *house*). He evidenced immature sound substitutions, omissions, and distortions in his speech, e.g., *bwown* for *brown*, *wis* for *wish*, *bue* for *blue*. Ricky also unvoiced final *s* sounds, e.g., *has* for *haz* and often omitted final sounds (*be* for *bed*).

Ricky also demonstrated problems in the area of sound localization. He did not respond to his name when it was called from a distance and generally had difficulty in hearing distant sounds and those spoken very quietly. In the classroom, it might appear that he was not paying attention. This apparent inattentiveness, however, resulted from his mild hearing loss, and until such time as surgery is performed, Ricky could be helped if he were encouraged to make eye contact before being spoken to.

Testing indicated Ricky's abilities in language conceptualization to be adequate for a child his age. Speech and language problems were in the area of articulation.

It was recommended that Ricky receive consistent speech therapy and auditory perception and discrimination training.

EDUCATIONAL ASSESSMENT AND PLAN	LEARNING GOALS
1. **Behavioral Functioning** *Testing* Ricky required frequent verbal reinforcement while completing tasks. *Classroom Implications* Ricky will require the teacher's individual attention to complete his work. Ricky will require guidance while participating in large group activities which allow for limited pupil-teacher interaction.	
Testing Ricky utilized his kinesthetic sense to reinforce visual stimuli. *Classroom Implications* Ricky may tend to engage in most activities using his hands or his entire body. Activities such as rhythm games should be successful for him. Clapping out the word families is another activity which may be successful.	To achieve visual learnings with reinforcement through activities involving the kinesthetic modality.
Testing Ricky functioned most efficiently when provided with a highly structured environment with well-established limits. When confused by a task direction, Ricky responded to a verbal breakdown of the task into its most concrete and specific elements.	To follow first one, then two, and eventually three or more directions.

Classroom Implications

Transition periods will be made easier for Ricky if each movement is verbalized for him.

Ricky will find it easier to move his body in space if he is given single concrete steps to follow, i.e., "Stand up," "Push your chair in," "Walk to the front of the room," and "Stand behind John."

Ricky is likely to experience frustration in an unstructured environment.

Testing

Articulation difficulties, particularly dropping ending sounds.

Classroom Implications

Ricky needs a speech evaluation and audiometric screening to eliminate hearing loss as a reason for his articulation problem

2. **Auditory Vocal Language**

Testing

Ricky speaks in complete sentences using age-appropriate vocabulary. Articulation, however, is poor. He can comprehend all auditory stimuli but has difficulty in carrying out oral directions. (Detroit Test of Learning Aptitude, No. 19)

Classroom Implications

Ricky can engage in language arts activities where there is discussion of likenesses and differences as related to size, shape, color and use of concrete objects.

Since speech is unclear, he might be asked to group objects according to concepts, starting with single quantities first and moving to multiple qualities, e.g., size and color. His kinesthetic preference should be utilized here.

Ricky can understand oral directions but has difficulty in carrying them out. It appears that he needs most tasks analyzed for him as related to his movement in space. Tasks can be broken down for him into their concrete steps. (See Classroom Implications, third group, under Behavioral Functioning, above.)

To give a motor response, in proper sequence, to oral instructions, utilizing his kinesthetic preference.

Testing

On the Boehm Test of Basic Concepts, Ricky exhibited age-appropriate recognition of space, quantity, and time concepts. Ricky will need directionality concepts reinforced, particularly left, right; skip one; in order from large to small.

Classroom Implications

Ricky should be helped to use his understanding of language concepts to move within the classroom. For example, he can verbalize (to himself) the movement of the formation of letters: "Start at the *bottom* of the line, move to the *top* of the space, slant pencil *half way* to the *bottom* of the line, slant pencil line *up* to *top* of line, bring pencil *down* to the *bottom* of the line."

The classroom can be divided directionally by marking major areas with large signs such as *Left Side, Right Side, Middle, Center.*

When oral directions are given, words can be pointed to which will locate room positions and focus entire class as well as Ricky to direction. Since he has some concepts already established, these may be reinforced through the use of such oral directions.

To show awareness of differences between right and left directions

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Testing

On the McCarthy Scales for Children, Ricky scored within age-appropriate expectancies on the sub-tests of word knowledge, oral vocabulary, verbal fluency, and opposite analogies.

Classroom Implications

When close to the speaker, Ricky can listen to stories and can answer concrete, isolated questions related to what he has heard.

Ricky can label all objects in his environment.

Ricky can group objects or words into concept categories, e.g., triangle, circle, square, all shapes.

Ricky can compare objects, textures, shapes, using terms such as *sweet, sour, big, little, smooth, rough.*

To extend comprehension skills to include questions for time, space, and their sequence.

Testing

On the McCarthy Scales for Children a lag was noted for auditory memory.

EDUCATIONAL ASSESSMENT AND PLAN	LEARNING GOALS
Meaningful material is remembered better than non-related material. *Classroom Implications* Ricky can probably follow consistently presented directions. Newly learned material should be presented with consistency and should be reinforced daily. Because of his speech difficulties, experiences such as *Show and Tell* will be difficult for Ricky. He will be more able to use the *show* part than the *tell* part of this activity. Such activities can, however, serve to reinforce his memory for newly learned material. *Summary of Auditory Vocal Language Strengths* Space, time, and quantity concepts are appropriate. Memory for meaningful material is better than memory for non-meaningful material. Ricky understands what he hears and can apply what he hears to different situations. *Weaknesses in Language* Directionality concepts are weak. New concepts will be difficult for Ricky to remember.	To increase competency in auditory memory
3. **Visual and Visual Motor** *Testing* On the orientation sub-test of the McCarthy Scales for Children, Ricky exhibited some ability to distinguish left from right. Directionality, however, was not firmly established. When presented with a mirror image task, e.g., identifying the examiner's left and right hands, Ricky could not perform at all on this task. *Classroom Implications* Ricky will show some ability to follow commands such as "Simon says, show me your right hand," but his performance will be inconsistent. Ricky is not likely to follow a command such as, "Put the plant on the left side of the window sill."	To demonstrate consistent ability in directionality functioning To develop abilities in laterality functioning
Testing Ricky tends toward a right-handed pencil grip. He can successfully copy letters and shapes when he has a model (appropriate scores on	

EDUCATIONAL ASSESSMENT AND PLAN	LEARNING GOALS
Detroit Test of Learning Aptitude, Designs Subtest). Ricky had difficulty when required to remember designs in sequence.	
Classroom Implications	
Ricky can copy.	To show improved performance in sequenced visual-motor tasks in the absence of models to copy from
Ricky cannot reproduce letters or numbers when he does not have a model to copy from. This is neither a perception or a memory problem but rather one involving difficulties in internal awareness of spatial orientation.	To produce letters from memory without reversals or inversions
Tasks, such as spelling, writing his name, or writing sentences to describe a picture he has drawn, will all present some difficulty for Ricky.	To develop a greater integration of motor expressions and visual memory in tasks involving spatial orientation.
Ricky reverses *b, d, q, p* without a model.	
Ricky inverts *un, n, m, w, f, t* without a model.	
Ricky will probably reverse whole words without a model to copy them from.	
Testing	
On the Motor-Free Visual Perception Task, Ricky exhibited age-appropriate skills. Ricky can become easily distracted and can be helped to focus his attention if presented with highly motivating visual materials.	To show improved capacity to focus attention and concentration in learning tasks with increasing independence from teacher assistance To show increased ability to distinguish foreground and background
On items involving figure-ground, spatial relationships and visual closure tasks, Ricky tends to become distacted. He was able to correct his responses when helped to focus his attention.	
Classroom Implications	
Ricky can recognize variations in objects, letters, and words when his attention is properly focused.	
Ricky may have difficulty with activities that require finding objects embedded within visual materials. Help Ricky to look.	
Ricky may have difficulty with space positioning, e.g., *KK ꓘ:* Which one does not belong? He can do it if helped to focus attention.	
Ricky should be encouraged to trace over visual material that is causing difficulty. He can talk about his movements as he traces, e.g., "I move my hand to the right, up to the top, etc."	
Ricky should be helped to focus attention upon details before starting a task. This can aid in reducing visual confusions.	

Summary of Visual and Visual-Motor Strengths

Ricky uses tracing to assist him in attending to visual details.

Ricky has right-handed pencil grip and can copy with a visual model.

Ricky can complete puzzles, block designs, cutting, pasting, and coloring activities with ease.

Visual and Visual-Motor Weaknesses

Visual memory will need to be incorporated with graphmotor movements.

For spatial orientation, Ricky has to be helped to use his body image as a focal point from which to organize visual stimuli.

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4. **Gross Motor Functioning**

Testing

Ricky had difficulty with gross motor activities on the McCarthy Scales for Children. Locomotor skills are poor. Catching, throwing, skipping and hopping were difficult for Ricky.

Coordination and gait were clumsy, particularly in the area of balance.

Ricky had difficulty bouncing a standard-sized volley ball.

Ricky's hand and foot dominance are inconsistent but tend toward the right.

Eye dominance is apparently not established. Ricky is likely to be clumsy in classroom activities involving gross motor movements. He will, for example, tend to knock into large objects and may have trouble with his lunch tray.

Ricky may well resist going to the playground and gymnasium.

To increase competency in the gross motor tasks of catching, throwing, skipping, and hopping

To consolidate awareness of right and left sides

To establish increased eye dominance

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5. **Curriculum**

Reading

- Informal Testing

  Ricky could read and recite the names of all letters in capital form.

  Ricky was able to read words that began with consonant sounds of hard *c* (*cat, cow, car*), *m* (*me, milk*). Articulation was poor.

- Roswell-Chall Diagnostic Reading Test

  Ricky has not yet established symbol-sound relationships for most consonants, any blends, or vowels.

Ricky confused words (*got* for *pot, nip* for *rip, sab* for *sad*).

Ricky also tended to drop the final sounds from words when he spoke.

- Dolch Basic Sight Vocabulary

  Ricky was able to read fifteen words on this list (*I, me, to, big, red, one, of, was, book, walk, look, see, do, be*).

- Illinois Test of Psycholinguistic Ability: Sound Blending Sub-Test

  Ricky will probably have difficulty in blending sounds to make words.

Classroom Implications

Because of his weakness in sound-symbol association, Ricky is likely to rely on configuration and context clues in reading. He will, for example, tend to make such reading errors as *party* for *pretty, dad* for *bad.*

Arithmetic

- McCarthy Scales for Children: Arithmetic Subtest

  Ricky can recognize, match, and copy numbers one through five.

  Ricky can do rote counting to ten but has difficulty counting out a number of objects.

  Ricky has one-to-one correspondence up to three items.

  Ricky can name, match and copy geometric shapes (circle, square, triangle).

  Ricky has some understanding of addition but cannot use it in word problems.

  Ricky can put a series of objects in sequence when he has a model to copy from but has difficulty reproducing sequences from memory.

  Ricky is not able to seriate objects. For example, he cannot respond to such questions as "Which comes before the red block? Which comes after?"

DIAGNOSTIC-PRESCRIPTIVE HYPOTHESIS

Ricky is a personable six and one-half year old youngster. He appears small for his chronolgical age. He has pronounced articulation difficulties. His language concepts, however, are firmly established.

Ricky functions best when he is in a highly structured environment with clearly stated tasks and limits.

Ricky's learning style appears to be a kinesthetic approach, involving tactual, auditory, visual modes in combination with muscle movement. Thus, he will engage his entire body movement combined with hearing and seeing when allowed to work without being focused to a particular sense. He will require frequent repetition of new material to reinforce this learning as both visual and auditory memory are developmentally delayed. Ricky will best remember material which is meaningful to him.

Learning priorities should be in reading and arithmetic to help Ricky establish a better image of his capabilities. There is much need for growth in gross motor development, however, in order to prepare the groundwork for acquisition of learnings in the conceptual areas.

LONG TERM LEARNING OBJECTIVES

I. To become aware of his own body as a basis for comprehension of time, space and their sequence

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To read and write the names of these large body parts: HEAD ARMS LEGS.	To read and write the names of facial features: EYES NOSE EARS MOUTH.	In pairs, Ricky and partner draw whole body outline on large sheet of kraft paper. Teacher writes (cursive) one name of body part on separate oak tag card (12" x 4"). Ricky traces over the word repeatedly and says aloud – until he is able to write it from memory. Pins word to appropriate place on outline. Ricky puts a large paper bag over his head. He draws facial features (with heavy, dull crayon) on bag, using his own features as indentations for guidelines. Removes bag and cuts out along lines he drew. He now has a mask to which he can add hair (yarn or other 3D substance).	The whole body outline can be done in September, February and June. When Ricky hangs these next to each other, he has graphic evidence of growth and passage of time. Individual names are introduced separately and new ones added after each is well learned. Story books, records and games can be used to reinforce concepts and names introduced. Mastery of these seven words in proper location and form represents approximately one month's work.	Ricky replicates outline drawing and writes names of body parts and facial features in proper places, from memory.

LONG TERM LEARNING OBJECTIVES

II. To show awareness of differences between left and right directions

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To understand concepts of object constancy and inconstancy.	Teacher demonstrates and elicits examples of objects whose constancy is unchanged when directionality is changed – e.g., a *chair, apple, person.* By contrast, a symbol changes its value when it changes its direction – e.g., *b* and *d*, *on* and *no.*	Ricky moves constant objects from left to right and draws each. Using 3D letters, Ricky moves them from left to right positions and observes their change of value, copies each in 1D and moves to same exercise with known words, e.g., his own name. Published visual training materials that stress directionality may be used e.g., Frostig Program [1] SRA Visual Detect Program. [2] Games – e.g., Simon Says and rhythm games are useful Sewing in mesh, spelling his name or MOTHER can be used.	The object here is not to learn the name of the direction, but merely to be aware that a difference exists. The use of the names *left* and *right* can be introduced in an incidental way as teacher describes what is being done. Directionality is integrated slowly and gradually. Fifteen minute exercises daily may be more productive than occasional long lessons.	Ricky will be able to correctly read and write words in which directionality is critical – e.g., *bad - dad; saw - was; on - no.*

LONG TERM LEARNING OBJECTIVES

Elementary School Educational Plan:
READING

III. To achieve visual learnings through the kinesthetic modality

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To read and spell basic sight vocabulary words through simultaneous speaking and writing.	Same approach is employed with selected words having meaning for Ricky, e.g., already in his oral vocabulary or important to understanding a story being read. This approach to reading and spelling can be integrated into academic areas, e.g., the vocabulary of social studies or arithmetic.	Introducing one or two words at a time, the teacher writes (cursive) words on individual 3 x 5 cards. Ricky traces each one repeatedly until he can write it on another card from memory. It is then filed alphabetically in his own file box.	It is important to achieve full visual memory and spelling ability of each word before introducing another. The order of introduction should be guided by Ricky's expressed interest, rather than by the word's grade level. Thus, *astronauts* may be more meaningful and more readily learned than *dog*. Many basic sight words are connectives or prepositions that can be introduced secondarily to enable Ricky to use meaningful words in sentences.	Ricky will be able to write any word that is in his file box from memory, given the word orally.

IV. To achieve auditory learnings through the kinesthetic modality

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To associate by sight and sound an action and the word that represents its sound i.e., onomatopoeia.	Selected words are learned orally with the action they signify — e.g., *wind, sizzle, buzz, hiss, crash.* Consonant sounds and blends within these words are stressed. Ricky finds (orally) other words having the same sounds. As they are introduced, the teacher writes the words down.	Discovery of onomatopoetic words can become an ongoing activity, incidental to music, science lessons and outdoor activities. As soon as possible Ricky should record the newly discovered word on a specially designated audio tape cassette. This cassette becomes his audio file. Dramatic exercises and games such as charades are useful in acting out such words. Onomatopoetic words can be used to elicit other words having same consonant sounds. This can be extended to identify the location within the words of the specific sound, e.g., initial, medial, or final.	As a reinforcing activity writing the word and adding to Ricky's other file of visually learned words may be done after he has incorporated the word into his visual memory as well. Recording the word on tape means he understands what the word signifies and can use it orally. The teacher offers written evidence of each word on the chalk board or in Ricky's notebook merely to continually present the fact that words can be represented in several forms.	Ricky will be able to associate the correct onomatopoeic words with demonstrated or pictured action — and vice versa.

LONG TERM LEARNING OBJECTIVES

Elementary School Educational Plan:
READING

V. To demonstrate through the mastery of the four above learning goals increased self esteem and socialization

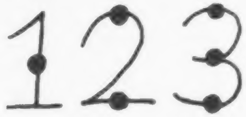
SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To prepare a game called "Pin-Up", which will be played with others.	Ricky will make or use a game which asks the participants to identify body parts, place them on a model, and dramatize their function. Words for articles of clothing may be added and used in the same game.	On a large kraft sheet, Ricky will draw a life-size human torso in outline. He will prepare on oak tag forms of body parts (facial features, articles of clothing), and write the name of the part on the back of each one. All these are put in a large paper bag, from which players draw. The player must read the name and pin it to the torso in correct location. Ricky at first should be leader and decide if the player has earned a point by being correct.	The number of items to be pinned up should be few at first and should be those whose names are already in Ricky's file box. Time allotted for this game should be minimal (5 minutes) at first to avoid Ricky's hyperkinetic response to pressure. Being a leader wil be anxiety provoking for him. The use of material already mastered should minimize this factor. The teacher will probably need to help Ricky explain the rules of the game to the others.	Ricky can create and read the game.

LONG TERM LEARNING OBJECTIVES

I. To achieve visual learning through the kinesthetic modality

Elementary School Educational Plan:

MATHEMATICS

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To learn relationship between symbol and quantity. To develop one-to-one correspondence.	All activities are to be developed over a period of time. Be aware that many ongoing activities in the classroom involve mathematics learnings. Look for them! Always observe Ricky's responses to a learning. He will tell you when he is ready for a more difficult learning.	Teacher gives Ricky dotted numerals one at a time. Ricky will trace numeral (feeling the red dots) and construct a set equivalent to the number of raised dots. Teacher has set of red cubes. Ricky has a blue set. Teacher puts down cubes and asks Ricky to get one red cube for each blue one.	Dotted numerals can be made from a mixture of acrylic paint and Elmer's glue. Example:  Make this activity self-correcting by drawing a set of objects on back of each dotted numeral. Make this activity more concrete by using vases and flowers, pennies and lollypops. Increase the number of objects in each set until Ricky can put the objects in one-to-one correspondence. Involve Ricky in classroom activities involving one-to-one correspondence.	Given visual presentation of numeral, Ricky will construct sets containing that number of objects. Ricky will be able to put objects in one-to-one correspondence.

LONG TERM LEARNING OBJECTIVES

II. To achieve visual learning through the kinesthetic modality

Elementary School Educational Plan:
MATHEMATICS

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To learn to write the numerals.	Ricky traces dotted numerals with finger while saying numerals name. Then he writes the numeral. Ricky will learn to read and spell the number names to ten.	See reading section for details. Stern materials [3] are excellent for visual kinesthetic learning in mathematics.	Provide cues for Ricky to organize the writing of numerals. A red line down the left side of the page represents the left direction, green the right. An X indicates where Ricky begins to write. Incorporate these cues on dotted numerals. This activity can be tied in with everyday activities involving counting. Note: Many card games can help to develop visual skills in children. They are fun to play and may help Ricky adjust to group pressures.	Ricky will show increased proficiency in writing numerals. Ricky will read and write the number names to ten.

LONG TERM LEARNING OBJECTIVES

III. To become aware of his own body as a basis for comprehension of time, space, and their sequence

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To label photographs with the proper relationships. To put photographs in proper sequence.	Photography Time Sequence Use other materials to help Ricky learn concepts.	Teacher or another student will photograph Ricky in various relationships to his environment: up/down, over/under, on/off, left/right, tall/short, through, middle 1st, 2nd 3rd, etc. A poster, book, or slide show will be made for class use. Use Ricky as one of the subjects. Ricky will be photographed at different times of the day and school year.	Ricky's classmates will assist in the planning and undertaking of the project. They may be used in photographs or as subjects, e.g., students may be needed for a line when discussing ordinality. This project will benefit the entire class, though the focus is on Ricky's needs at the time. Ricky's parents may be asked to assist with the project at home. All materials may be used as instructional material. Circle Ricky in pictures.	Ricky will be able to place himself in correct position as indicated in picture. Ricky will be able to give a verbal label to his position.

LONG TERM LEARNING OBJECTIVES

IV. To show differences in left-right directions

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To classify activities involving two attributes Card Game Sequencing Activities		Attribute blocks, sorting box, people pieces All activities can be organized according to left-right directions. Most card games are dealt from the dealers left. Solitaire layouts are from left to right. Concrete objects attribute blocks, people pieces, shapes, colors and numbers are arranged in left to right direction. Encourage Ricky to scan array from left to right.	Label left and right side of Ricky's desk See *Deal Me In* [4] Start with concrete materials and then work to abstract. Start with simple and go to complex. Examples: ○, △, ○, △, ○, _____ Ricky can construct answer with materials. 1, 2, 3, 1, 2, 1, 2, 3, 4, 2, 4, 6, 8, 7, 5, 3, Ricky can write answer. While Ricky is getting practice in problem solving he is getting reinforcement in left right directions.	Ricky will be able to distinguish between left and right without clues.

LONG TERM LEARNING OBJECTIVES

V. To achieve auditory learnings through the Kinesthetic Modality

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To learn to count rationally (auditory memory sequencing)		On buzzer board, teacher presses buzzer 1-5 times. Ricky responds by buzzing same number of times. Teacher presses buzzer board and counts after each buzz. "Buzz-1, buzz-2, etc." Ricky presses the board the same number of times. Extension: Ricky presses buzzer and counts.	Place buzzer board under table to remove visual cues. Since Ricky responds to rhythm clap, use rhythm band instruments, or tap a pencil. Increase from six to ten after Ricky gives correct response of one to five. Involve Ricky in class activities using counting record involving movement and music.	Teacher observation

LONG TERM LEARNING OBJECTIVES

I. To become aware of his own body as a basis for comprehension of time, space and sequence

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	SUGGESTIONS FOR TEACHER	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
Body Image Activities (the focus must be on:) · What the body is · How the body moves · Where the body can go (direction, level, patterns, size and plan). *Game: Simon Says* – Body Parts · Can you touch your nose . . . ears, eyes, mouth . . . cover your right eye . . . cover your left eye, etc. · Can you bend your knees . . . elbows, ankles, etc. (emphasis on left-right) · Can you swing your arms . . . legs, trunk, etc. (emphasis on right-left) · Can you twist . . .? (emphasis on right-left) · Can you stretch? (emphasis on right-left) · Can you stretch your arms or legs forward . . . backward . . . sideward? · Can you walk forward . . . backward . . . sideward? (Slowly, quickly, moderately) · Can you hop, skip, jump, etc.? (to this music) *Body Planes* (focus on where the body can go) · Can you touch the *front* of your body? How many parts are on the front of your body? Back? Sides? Right side? Left side? · Can you stand facing the front of the room? Back of room? etc.? *Individual play:* the child must first learn to move his body efficiently and effectively, then progress to coordinate his body with equipment and other tools without interfering with other children. *Partner play:* Once he has mastered the above, he can appropriately interact with another child motorically. *Group team play:* Once confidence is achieved, he can learn to work as part of a team, such sharing in experiences and judgments aids social maturity.	*Balloons:* Play *Simon Says:* With your balloon can you touch your nose, ears, eyes, etc.? Can you touch the balloon with your palm, back of your hand; pat knee, elbow, head . . . ? Tap the balloon alternately from hand to hand; hand to elbow; knee to hand; foot to hand; etc. Play *"keep it up"* with a partner specifying what body parts are to be used. Mass volleyball. Use balloon or beach ball. Note: Any activity can enhance the understanding of body image and body awareness as long as it is *specified.* Balance bean bag on a variety of body parts and travel.	*Methods:* Teaching styles travel the continuum from teacher centered to child centered. Teacher Centered ⟷ Child Centered Command Task Problem Solving Guided Discovery Free Exploration The method used in movement exploration allows for individual exploration but direction is given by the teacher through the questioning technique. *Materials:* Balloons, yarnballs, beachballs, playtubes, bean bags. All equipment, whether teacher or student made produce the same results as those that commercially produced. (See SEIMC multi-modality materials.[5]	Refer to Motor Education Curriculum, Module I[6] for a host of body image activities for the classroom and large play area. Become familiar with Laban's Movement Analysis[7] · What the body can do (with what or with whom does it move) · Where the body can move · How the body can move Praise performance See *Dauer, Victor – Dynamic Physical Education for Elementary Children*[8]; an excellent reference. Plan for distribution and collection of materials.	Teacher observations should include: · Can (s)he manage his body in a variety of movement situations? · Can (s)he identify his body parts by pointing to, touching, etc.? · Can (s)he label body parts on ditto sheets developed by teacher? · Can (s)he identify body parts of classmates?

LONG TERM LEARNING OBJECTIVES

Elementary School Educational Plan:
GROSS MOTION

II. To become aware of differences between left and right directions

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
See Balloon Body Image (Obj. I) Activities and focus tapping on right hand, left hand, right foot, left foot, right elbow, left elbow, etc. *Without equipment:* Can you balance on your right foot, left foot, right hand, left hand, etc.? *Bean Bag:* Can you balance bean bag on right shoulder, left shoulder, right knee, left knee? *Beachball:* Can you toss beachball up and catch it? Can you toss with right hand, left hand? Can you bounce baseball and catch it? Can you bounce it with right hand? left hand? Can you dribble using just your right hand? left hand? Can you dribble on the right side of the room? left side? Can you stand with your right side next to the ball? left side? Can you tap the ball with your right foot? left foot? *Jumping, Hopping, Turns:* Can you jump forward, backward patterns, e.g., Box ? Can you hop using the following combinations: 4 right, 4 left, etc.? Can you jump in place making quarter turns, right? (½, ¾, full turns)? Switch to the left.	Obstacle courses focusing on traveling on the right side, left side. Game: *Left and Right* Tape serial memory squares on floor with alphabet or numbers. First child is asked to do a left activity in each of the squares i.e., hop with left foot to square 1, put left hand on square 2, run left around square 3, balance on two left body parts in 4th. Play mass volleyball game using only left hand (with right behind back).	See Learning Goal I - SEIMC Multi-Modality Materials.	Familiarize yourself with terms: Bounce – one bounce and catch Dribble – series of bounces *Purdue Perceptual Motor Survey* [9] involves two components: whether or not the child can do the task as specified and the assurance and confidence with which he does the task. Involve not only physical skills but also eye-hand skills in using the blackboard.	Teacher observations should include: Is the child able to efficiently and effectively use his right and left side? Is he responding correctly and consistently to right/left directions? Can he travel through space responding to right/left situations etc.? Pre-Post test scores on the Purdue Perceptual Motor Survey

LONG TERM LEARNING OBJECTIVES

Elementary School Educational Plan:
GROSS MOTION

III. To achieve visual learning through the kinesthetic modality

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
Game: See and Do Develop two sets of flash cards: a) matching picture b) word. Develop floor grid (picture of animals, objects, etc.) Can you jump into the matching picture? Can you read the flash card and jump into the correct square? Change motor activity: hop, leap, etc. *Game: Can You Find the Word?* Develop floor grid of words such as car, cat, girl, colors, etc. Say to child "I am going to draw a picture on the board. Can you jump into the square that goes with the picture?" *Game: Read and Run Relay* Stack cards at various intervals in the room. Child is to run to first card, read and perform the movement. Continue to second, perform the movement, etc. *Reading Directions* Develop cards containing a series of directions: e.g., hop into the square, run in the circle. Ask child to read the card and do what it says.	*Matching Words:* Develop flash cards and grid. Words should have same sound with a different meaning and spelling, e.g., bear-bare, where - wear, so - sew, to - too, etc. Can you read the card and retrieve it or spell out the word that sounds the same? *Follow the story:* Read a story and have child pantomime movements. Games can be developed for partners and teams.	*Method:* Movement Exploration *Materials:* Learning squares, reading grid, math grid. Teacher/pupil-made materials. Refer to SEIMC Multi-Modality Materials.	Refer to *Active Learning: Games to Enhance Academic Learning Learning* [10] Refer to BCRMD Motor Education Curriculum	Teacher observation should include: Is the child following the visual clues? Is the child associating visual clues with the appropriate motor response?

LONG TERM LEARNING OBJECTIVES

IV. To achieve auditory learnings through the kinesthetic modality

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
Game Body Sounds: Can you clap your hands and walk? Can you stomp your feet or jump? Can you snap your fingers and hop? When you hear a sound (snap, stomp, clap) can you move around the room doing the movement? Repeat and change the sounds. Combine sounds: clap, snap. Introduce musical instruments for quality of movements, i.e., xylophone, maracas, drum. Associate movement task to sound: xylophone - walk on tiptoes; maracas - walk backward, shake body; tambourine - slide as you walk; drums - crawl or walk at a low level; bells - skip (backward or forward). *Focus:* Where and how the body goes. The instruments are talking. Can we move the way the xylophone is telling us to move? Repeat with the different instruments. Set up a seriation of sounds to achieve a seriation of movement.	*Hula Hoops:* Scatter formation. Associate movement task to musical sound cue to colored hula hoop. Examples: xylophone sound - walk on tip toes through the blue hula hoops; tambourine - slide through the yellow hula hoops.	Movement education approach. Kimbo Records[11] Educational Activities Records[12] Lou Stahlman Records[13] Home Made Band	Focus on development of listening skills using a variety of cues: Musical sounds Colors Word cards of colors or instruments Children can make their own instruments for movement games.	Teacher observations should include: Is the child responding to the auditory cue? Is the child attaching the auditory cue to the appropriate motoric response? Is he able to perform a series of tasks smoothly?

LONG TERM LEARNING OBJECTIVES

V. To demonstrate through the mastery of the four previous learning goals increase self-esteem and socialization

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
Self-esteem is developed when an individual can perform tasks to the best of his ability and is reinforced by the teacher and/or peer praise. *Socialization* is the process of individuals working together in a harmonious environment. After developing individual skills, expand to partner and small group play. An example of small group play is the *parachute activity.* *Skill Progression* introduce parachute identify properties discuss spatial considerations analysis of grip: overhand, underhand, combination walking (running, skipping, etc. to music) to the right, left, center in and out). small and big waves umbrella mushroom mountain	*Parachute Games* *Popcorn:* Place small objects such as beach balls, beanbags, etc. The object of the game is to pop the corn and shake off all objects. *Numbers Exchange:* Divide group in numbers of threes. Call out number when parachute is up. #5 are to cross under parachute and exchange places. *Pick up the Bean Bags:* Divide class into 2 teams and give numbers. Scatter colored bean bags under parachute (red and blue). The object of the game is to pick up as many beanbags when number is called before chute comes down. The winner of the game is determined by the number of beanbags left. *Around the World:* Place large beachball on chute. As a group, start the ball rolling and keep it rolling around the parachute.	*Method:* Command, modeling, movement, exploration *Materials:* Parachute Records 14	See BCRMD Motor Education Curriculum Record includes teacher instructions for skill progression.	Teacher observation should include: Is the class responding as a group to the games? Are the games free of negative interactions? Are the teams responding well to winning and losing (good sportsmanship)?

The individualized educational plan outlined above prescribed special educational support services for Ricky while he continued placement in a general education class. Ricky attended a learning center classroom for a portion of the school day. There he received specialized instruction in reading and mathematics as well as in visual and auditory perceptual skills. Ricky also received instruction from an itinerant speech and language therapist. A gross motor training program was carried out on a daily basis.

This part-time general education and part-time learning class placement, with the necessary supportive services indicated above, remained the preferred educational plan to meet Ricky's learning needs throughout elementary school. Ricky's attendance in the learning center classroom varied from grade to grade in accordance with the degree of specialized instruction he required. This arrangement was successful in enabling Ricky to spend a good part of each day in the general education class with his peers.

Ricky's social, emotional and intellectual levels of functioning were reassessed on a regular basis throughout his grade placements in elementary school. The learning center teacher, motor education specialist, speech and language therapist, and guidance counselor met together with Ricky's teacher each trimester to reevaluate and readapt the instructional objectives and activities of the individualized educational plan. Ricky and his parents were partners in this educational team. The trimester tailoring of the Individual Education Program served as Ricky's report card, copies of which were received by parents, teachers, and Committee on the Handicapped (C.O.H.).

This full team also met on an annual basis to reevaluate and adapt Ricky's Individualized Educational Program in order to set objectives and plans for the coming year. Ricky's levels of functioning were assessed by the evaluative center of the Division of Special Education and Pupil Personnel Services every three years. This periodic diagnostic reevaluation helped to determine placement for Ricky and also assured that educational planning would be responsive to his current needs. The above procedures were carried out to comply with the mandates of PL 94-142 as well as to meet the criteria of specialized education.

Let us now look at Ricky as he appears when he is attending his neighborhood intermediate school.

Ricky in Intermediate School

Ricky is now twelve years old and in seventh grade. He has a robust six-year-old brother who is developmentally mature and sociable. Mrs. Peters tends to be overprotective of Ricky, wanting him to "be like the other boys," fearing that he will not and concerned that Ricky "should be happy." Mr. Peters has been laid off from his job as a result of economic depression and has been only erratically employed during the past two years. This has put a strain on the financial and emotional security of the family. Mr. Peters is concerned about the effects of his job loss upon Ricky's emerging interest in the world of work. The family continues to be supportive of Ricky's growth and development.

1. *Summary of Ricky's Social and Emotional Functioning*

   Ricky still tends to be smaller than his peers and looks more like a ten-year-old than a twelve-year-old. As a preadolescent, he is self-conscious about his size and has many questions and concerns regarding his emerging sexuality. Ricky does not feel like nor is he fully accepted as "one of the boys."

   Ricky's self-image has, however, been altered markedly since his early clumsy days in elementary school. Through intensive motor education training, Ricky has developed an adequate sense of body awareness and spatial orientation. He is confident in his movements and is no longer clumsy. As a matter of fact, he has developed a deftness and above average skill in such activities as tumbling, gymnastics, tennis and swimming and he has become a fine drummer. Ricky's patience in these areas is a great source of pride to him. Most of his friendships have grown out of his athletic activities and participation in the school band. Despite these social successes, Ricky's knowledge that his size keeps him from participating in more competive sports such as football underscores his basic feelings of inadequacy.

   Ricky's sense of inadequacy has also been augmented by his younger brother's speedy development. Despite the fact that his parents have encouraged Ricky to assume the helping role of older brother, Ricky has found it difficult to cope with a younger brother who has learned to read with ease and who frequently speaks more articulately than he.

   Ricky's behavior in the classroom has sometimes been a source of concern to his teachers. Whereas he has generally tended to be an affable person, there are times when he appears to be unresponsive and negative. For example, he often refuses to answer questions during a lesson and is reluctant to ask for help from his teachers or peers. It appears that despite the degree of support available to him, Ricky still needs to disguise his learning disabilities by "turning off" and "tuning out" the people around him.

2. *Summary of Academic Functioning*

The correction of Ricky's hearing loss through surgery and the speech and language therapy he received during elementary school have helped him to develop satisfactory auditory perceptual skills. The aural attention required of him during gross motor training also has fostered Ricky's auditory perceptual abilities which are well-advanced beyond his visual-perceptual skills.

His auditory perceptual strengths and visual perceptual weakness reflected themselves in the reading assessment scores derived during evaluation for placement. Ricky achieved the following scores on the Durrel Analysis of Reading Abilities:

- Listening Comprehension – 7.8 *(this score reflects the success of instruction Ricky received in phonetic analysis skills)*
- Oral Reading – 8.2
- Silent Reading and Comprehension – 5.3 *(this score reflects Ricky's deficits in visual perceptual skills)*
- Vocabulary – 6.1
- Spelling – 4.0 *(this score reflects Ricky's lack of skills in visual sequential memory)*

Ricky received a grade score of 5.2 on the Key Mathematics Diagnostic Arithmetic Test.

The above scores indicate that Ricky's learning style appears to be one which draws upon his auditory perceptual strengths. Deficits in the area of visual perceptual processing are likely to cause Ricky difficulty in performing on written tests or in adequately demonstrating mastery of a subject in written reports or homework assignments.

Ricky has a keen interest and does well in biology and earth science. Since both of these subjects place a major focus on the manipulation of laboratory materials, Ricky finds them more gratifying than those courses which require more written work of him.

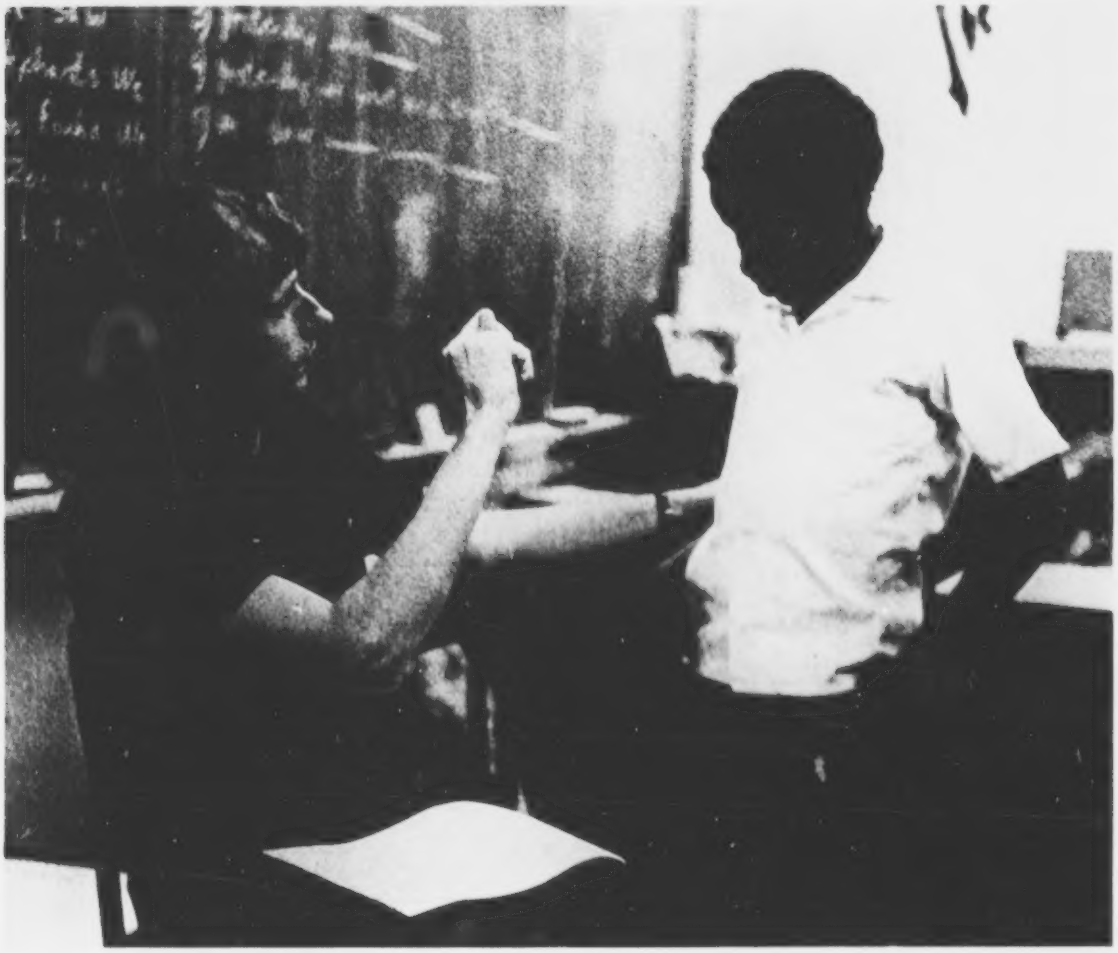
Ricky's early dexterity in fine motor skills has led him to be quite capable in repairing audio-visual materials. He is a member of the school Audio-Visual Squad. Ricky has also developed artistic abilities. Since Ricky often has trouble "finding" the words, these activities offer him a channel for self-expression.

3. *Class Placement and Supportive Special Education Instruction and Services*

On the basis of evaluation and diagnosis, the decision was made that Ricky would be best served by a combination of special and general education class placement. Ricky begins his school day in a general education homeroom class. He receives reading, mathematics, and visual perceptual instruction in a reading and mathematics clinic. This classroom is staffed by a special education resource teacher. Ricky attends general education classes for all other subjects. In addition, he works with a resource room teacher daily during his two free periods. During this time the resource room teacher helps him with written homework assignments, report writing, and vocabulary and reading comprehension. With this daily help Ricky is able to keep up with the academic requirements of his general education subject classes. The resource room teacher and Ricky's subject teachers meet together periodically and plan for the use of those teaching methods and materials which will most appropriately meet Ricky's learning needs. As a result of these meetings, accommodations are made for Ricky's learning style within the general education mainstream. These accommodations include:

- Provision for Ricky to have more time to complete tests. At times, depending on the nature of the test, Ricky may complete it with the help of the resource room teacher. In this way Ricky is not penalized for those visual perceptual deficits which impede his written performance. Since all concerned realize that there is a distinction between Ricky's grasp of the subject matter and his ability to express it in writing, the test is made a learning experience for Ricky as well as a means of assessing his learning mastery.
- Use of a cassette tape recorder in lieu of taking written classroom notes.

The recommendations made at the time of Ricky's entry into intermediate school indicated that he would benefit from counseling. In Ricky's school, group counseling services were provided in a "least restrictive environment" setting that included students with and without disabilities. This setting was helpful to Ricky as he came to see that concerns which he attributed to his learning problems were shared by others who had no disabilities. Ricky heard, for example, that non-handicapped peers shared concerns relating to sexuality; felt that they were not "one of the boys"; thought that they were either too short or too tall, or too fat or too thin; resented one or more siblings; and had difficulties in at least one subject area. In this group, the participants had the opportunity to discover how similar were the feelings and experiences behind their visible differences. Here, Ricky found a source of genuine peer understanding and support and respect for himself as a person. As a result, Ricky began to identify himself as a whole person rather than as a "learning-disabled person."



LONG TERM LEARNING OBJECTIVES

I. Ricky's measurable spelling skills will improve by one grade level

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To learn organic vocabulary (from expository paragraph) taught as spelling words	In addition 5 mispelled words from a 4th Grade spelling list will be taught each week. Unlearned words will be repeated the following week. Structural analysis of known words will lead to decoding of new words encountered in reading materials	Fernald method of [15] kinesthetic tracing of whole words. Ricky will keep a file of learned words, including organic vocabulary and 4th Grade spelling list words.	The Fernald method has few procedures and requires few specific materials.	Words in Ricky's file will be used for retest each month. He will write each word from oral dictation. Mastery of his own file should enable one year's measurable growth on the 4th Grade Basic Word List in Spelling.

LONG TERM LEARNING OBJECTIVES

II. Ricky will learn to typewrite as a pre-vocational skill

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To learn the standard introductory course in typewriting.	Remediation of spelling skills using the typewriter	Typing keys for Remediation of Reading and Spelling [16] Typewriter available for practice in Resource Room and, if possible, one at home.	This program should be jointly developed by the typewriting and resource teachers, with precise support exercises in Resource Room and, if possible, at home.	Satisfactory completion of typewriting course

LONG TERM LEARNING OBJECTIVES

III. Ricky will be able to derive the main idea of a short story he has read silently and express this through several sensory motor modalities

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To listen to a short story and state main idea orally. To read a short story aloud and state main idea orally. To read a short story silently and write main idea in one original sentence.	Ricky prepares a poster advertising a movie he has seen or book he has read. Ricky chooses from published pictures the one which best illustrates an unillustrated story. Ricky prepares titles for untitled short stories.	Library of short story anthologies.	Two primary concerns contained in these activities, e.g., Ricky's experiencing receptive and expressive activities in deduction of the main idea of print and non-print materials.	Periodic assessment using published reading comprehension materials which focus on main idea.

LONG TERM LEARNING OBJECTIVES

IV. Ricky will be able to reconstruct a sequence of events as given in a short story through several sensory motor modalities

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To create an illustrated book, using a comic book format, based on a familiar topic, e..g, "How to Learn to Play a Drum."	Prepare a manual of instructions for the assembly of a set of drums. Do a demonstration for a music class. Prepare an oral report on audio tape of short stories read with focus on sequential development.	Cut-out pictures, drawing, etc. Ricky's set of drums Tape recorder, blank tapes Library of appropriate short story anthologies	Two primary concerns contained in these activities, e.g. Ricky's focus on sequencing and his experience of sequencing through several modalities. Other issues, such as spelling, the content of stories, etc., may have to be ignored in order to maintain the primary purposes of this objective.	Periodic assessment of ability to correctly sequence information given in print may be used at 3 month intervals. Ricky should share in the evaluation of results. He should be expected to achieve mastery comparable to his classmates.

LONG TERM LEARNING OBJECTIVES

V. Ricky will be able to write an expository paragraph on a subject with which he is familiar

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To write a paragraph each week summarizing an article read on sports.	Ricky will be taught simple sentence construction, i.e., syntax training. Ricky will dictate an expository paragraph to tape re-record and edit the tape. Ricky will write from his own taped dictation.	Audio Lingual English [17] Audio-Visual English Training [18] Spellbinder Syntax Training Unit [19] Ricky will develop a 5 x 8 card file and an audio tape of these paragraphs.	Ricky's assignment as "sports writer" should parallel other assignments in the class, e.g., another student may be "movie reviewer" or Ricky may be one contributor to a class or grade newspaper. The focus on the production of a single paragraph offers manageable parameters for creative writing, editing and rewriting.	Ricky will develop one or more of the paragraphs into an publishable article for the class or school newspaper.

LONG TERM LEARNING OBJECTIVES

I. To acquire the skills of organizing basic information and knowledge

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To learn how to collect and graph data in science.	Ricky will learn to make charts based on data collected in science. Ricky can also keep records of materials borrowed from and returned to the science room.		Consult with the science teacher to develop graphing activities for the classroom.	Teacher observation of recorded and charted data.

LONG TERM LEARNING OBJECTIVES

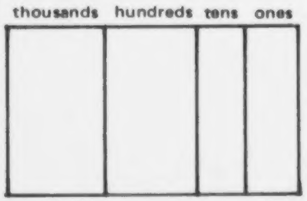
Intermediate School Educational Plan:
MATHEMATICS

II. To acquire the organizational and visual skills of placing numbers into columns

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To learn to add two and three place digits i.e. 142 +23	Ricky will add prices of items found in a grocery advertisement. Use catalogs, e.g., electronics, as sources of prices. Let Ricky choose items he would like to buy and compare cost.	Newspaper, supermarket advertisements on handouts Adding machine or cash register with paper tape	Obtain a supply of various supermarket or grocery ads. Circle items you want Ricky to purchase Have Ricky find the total price of items. Allow Ricky to record prices in columns on graph paper with headings: dollars dimes pennies Start with 3 or 4 items. Gradually increase number. Allow Ricky to record prices on adding machine or cash register and find total	Teacher evaluation of Ricky's work

LONG TERM LEARNING OBJECTIVES

III. To acquire the skills of visual and auditory sequential memory for 4 digits and to record them motorically

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To learn to write four place numbers.	Ricky will listen to a recording of a four digit number. He will then write the number in the appropriate column on ½ inch graph paper. Instead of using a chart or in conjunction with a chart, Ricky will use a calculator. He will listen to the recording and push the appropriate buttons for each place. For example: after hearing "4,522", Ricky will push the four button, etc. Ricky will then copy the number onto his graph chart.	Half-inch graph paper or xeroxed sheets with the following chart: 	Make a tape recording of ten four digit numbers, e.g., record one thousand, four hundred fifty-two. Say numbers slowly hesitating between each part to allow Ricky to fill in spaces on the chart. Demonstrate method for Ricky. Use chart as transitional support. Aim to enable Ricky to write four digit numbers directly.	Given a number auditorilly, Ricky will write the number.

LONG TERM LEARNING OBJECTIVES

Intermediate School Educational Plan:
MATHEMATICS

IV. To extract the essential information needed for solving arithmetic word problems

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To learn to solve simple word problems.		Type problem and record problem on cassette tape. Have Ricky read problem while listening on tape.	Resource room teacher will tape or read arithmetic problem for Ricky. Ricky will listen to tape and do calculations. Ricky may need help to look and listen for relevant clues necessary to solve problems. Make problems meaningful. Allow Ricky to use concrete materials or visuals when necessary, e.g., use coins if doing arithmetic problems involving making change.	Teacher observation of Ricky's performance in solving simple word problems

V. To acquire musical and mathematical skills through rhythm training

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To learn equivalent fractions: 4/8 = 1/2; 2/8 = 1/4	Ricky will play given rhythm on drum. Extend learnings to mixed numbers, e.g., 2¼ and to addition and subtraction of fractions.		Teach Ricky basic music notations (meter only) which will help him read rhythms for percussion. Ask questions such as: How many quarter notes in one measure? How many eighth notes are equal to one measure (1 whole)? How many eighth notes equal two measures (wholes)? Develop rhythms for Ricky to play. For example: 4/4 time; 3/4 notes + 2 eighth notes.	Teacher observation of Ricky's performance in producing equivalent fractions

INTERMEDIATE SCHOOL EDUCATIONAL PLAN

Health and Physical Education

Based on Ricky's evaluation to date, the following learning modules were recommended in the continuation and development of his health and physical education program:

Recommendations for Educational Plan:

Ricky should participate in the regular health and physical education program with special programming in the following learning modules:

- aquatics program
- body management program: to include fundamental skills in body mechanics, fitness, etc.
- perceptual motor program. Priority activities in visual tracking, visual focus and visual pursuit activities
- gymnastics program

It is recommended that Ricky's regular health education program include family living and sex education.

Ricky will benefit from an intramural program with emphasis on swimming, gymnastics and wrestling. Ricky should be encouraged to try out for extramural programs in the above.

Social activities: Ricky should receive encouragement to participate in co-educational programs (i.e. volleyball, dance)

Specific activities, alternatives and expansions, methods and materials can be culled from the following curriculars to meet specific motor and health performance objectives in each learning module:

- Curriculum Bulletin, 1978-79 "Physical Education: Grades 7-12", Board of Education of the City of New York
- Curriculum Bulletin, Series No. 7, 1973-74: "Wrestling: Physical Education in Secondary School", Board of Education of the City of New York
- Curriculum Bulletin: "Motor Education for the Retarded and Other Handicaps", Bureau for Children with Retarded Mental Development, Board of Education, City of New York 1976-77
- Curriculum Bulletin, Series No. 10, 1972-73: "Health Education in Secondary Schools, Board of Education, City of New York
- Curriculum Bulletin, 1968, "Family Living, Including Sex Education" K-12, New York City Board of Education

The above educational plan, including specific performance objectives, would be discussed with Ricky and his parents. The specific performance objectives would be developed with appropriate evaluation criteria and documented on Ricky's Individual Educational Program form.

RICKY IN HIGH SCHOOL

Ricky's developmental status was reassessed by the DSEPPS Evaluative and Placement Agency when he was fifteen years old. At this time Ricky was completing 9th grade and getting ready to enter high school. Reading and mathematics scores derived during testing are presented below:

Durrell Analysis of Reading Abilities

SUBTEST	GRADE SCORE
listening comprehension	10.0
oral reading	9.5
silent reading and comprehension	8.4
vocabulary	8.9
spelling	6.0

Mathematics

Ricky received a grade score of 6.3 on the Key Math Diagnostic Arithmetic Test.

Ricky's achievement in academic subjects continued to be impeded by his visual perceptual deficits. His high school placement in general education subject classes was, therefore, supplemented by attendance in reading and math resource rooms staffed by special education teachers.

These resource rooms provided Ricky with mature options to compensate for his immature development. Reading and mathematics, for example, included instruction in consumer and career education and typing. Calculators and typewriters were standard resource room equipment. Instead of directly remediating his visual perceptual deficits, Ricky's Individual Educational Program provided for a diagnostic prescriptive model which was respectful of his mature interests and goals. Ricky participated in a typing class in which a program was used to remediate his visual perceptual and spelling skills. The resource and typing teachers planned together with Ricky to tailor this program to his needs.

Ricky's interests in outdoor education continued to grow throughout high school. Outdoor education experiences, including field trips, over nights, canoeing and bird watching all invovled Ricky in mathematics and reading activities. These interests also led Ricky to be involved in a summer internship program with the City Park System's Clean Up-Fix Up team.

Ricky developed an interest in photography during high school. His skills in this area were considerable and enabled him to cover athletic and outdoor education events for the school newspaper. Despite his attendance at these events, Ricky tended to become increasingly withdrawn during high school. He refrained from most peer interactions, especially those involving females. It became apparent to both his teachers and to the guidance counselor that Ricky was having a difficult time adjusting to the social pressures of adolescence and that he was tending to hide behind his camera. Peer counseling at this time focused upon supporting Ricky's confidence and positive self-image. Ricky slowly became a secure participant in the high school's band, sports events and photography club.

Ricky's high school involved him in a work study program during which he worked in a photography laboratory. Here Ricky utilized his math and reading skills in a practical context. The photography lab supplied the resource room teacher with copies of relevant printed materials so that Ricky could review vocabulary and comprehension requisite to his job performance.

In his high school Ricky also participated in a career counseling program. This program guided him in his exploration of an appropriate course of study upon high school graduation. Ricky decided to embark upon a two year program at the state university in which he could prepare to become a professional photographer.

LONG TERM LEARNING OBJECTIVES

High School Educational Plan:
READING

I. Ricky will learn to correctly spell 100 words from his organic vocabulary, orally and in writing

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To dictate on a tape 100 words Ricky can use orally but cannot spell. One by one, these will be rehearsed orally. When they are memorized, they will be taught in writing. To keep a notebook for this project.	Each word will be seen and used in context. Ricky will read it in a sentence and generate a sentence using the same word.	Tape recorder Language Master [20] using blank cards for oral rehearsal of spelling. Fernald Method will be used for writing each word to the extent needed.	A new word is taught only after the previous one is really learned. Pacing of instruction will vary with the time Ricky needs to incorporate each new word into his writing vocabulary.	Using the original tape for dictation, Ricky's efforts will indicate mastery of the 100 words.

LONG TERM LEARNING OBJECTIVES

High School Educational Plan:

READING

II. Ricky will learn to write personal and business letters in appropriate format

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To dictate to a tape recorder letters to be sent. To write a letter done from Ricky's own dictation.	Ricky will learn to complete application forms, e.g., job application, social security, number application, bank loan application.	Encyclopedia Britannica Program in Composition Skills.[21] Letters should be ones he really needs. This is not an activity requiring prolonged practice and need not be done daily or as homework. Blank forms can be obtained as needed from appropriate sources.	The focus here is on *format*. Syntax and spelling corrections should be made only before the final copy is ready to be sent.	Ricky will demonstrate mastery of the appropriate format.

LONG TERM LEARNING OBJECTIVES

III. Ricky will be able to generate, in writing, typewriting or orally, standard English syntax

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To write a one paragraph theme of about 500 words on some extra-curricular subject, e.g., a book read, a television movie seen.	Resource room teacher will guide Ricky in preparing papers assigned in subject areas.	Multisensory instruction in grammar, e.g., five word classes: nouns, pronouns, adjectives, verbs, adverbs. (Audio-Lingual English books – Fearson (Encyclopaedia Brittanica Filmstrip – Beginning Grammar) [22]	Many games are usable here, e.g., charades. Caution: be alert for homographics which will be confusing, e.g., desert is both a noun and a verb. Context clues should be stressed – all words should be presented in context. Avoid lists of words since the object is to generate syntax usage.	Ricky will achieve mastery in correctly identifying and using five word classes in a printed story of about 500 words that he has written.

LONG TERM LEARNING OBJECTIVES

I. Ricky will develop skills and strategies which will help him to overcome difficulties in school subjects requiring mathematics and to adjust to adult life

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To learn to integrate mathematics with other subject areas.		Textbooks, workbooks, charts from other courses	Ricky may run into difficulty in courses requiring computational and memory skills. Consult with Ricky and his teachers to assess his problems in mathematics which hold him back in his course work. Major emphasis should be placed on helping Ricky deal with these problems when they arise.	Teacher observation of Ricky's performance in applying mathematics learning to other subjects

LONG TERM LEARNING OBJECTIVES

II. Ricky will acquire skills useful in money management

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To learn to administer a personal bank account. Ricky will start a savings account at a bank of his choice. Before each deposit, teacher should help him to compute his new balance and to fill out deposit or withdrawal slips. Have Ricky check the accuracy of computations by comparing with his balance.	Check interest computation Extend to include maintenance of a checking account	Bank forms teacher made or actual bank books, interest charts. Blank checkbooks with a means of keeping records of transactions	Take Ricky to a local bank to familiarize him with the various procedures needed to open and manage a bank account. Start with a mock checking account. Give Ricky a balance of $500.00. Have him keep a record of all checks written, money spent and balance. Ricky can start a checking account in conjunction with his savings account.	Teacher and student evaluation of bank accounting

LONG TERM LEARNING OBJECTIVES

III. To acquire skills of budget keeping

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To learn to create a budget and keep an accurate record of money spent.	Associate personal budget to city, state, federal budget stressed in social studies courses.	Ledger sheets, calculator	Discuss need for budget with Ricky. Work with Ricky to establish a hypothetical monthly budget for himself. Include: salary rent food utilities car fare entertainment other expenses Work with Ricky to plan the organization of the ledger sheets. Allow Ricky to make entries. After Ricky has mastered the maintenance of a mock budget, he will establish a budget for himself.	Teacher observation of Ricky's budget keeping skills

LONG TERM LEARNING OBJECTIVES

IV. To acquire mathematical skills related to basic interests and talents

SUGGESTED LEARNING ACTIVITIES	ALTERNATIVES AND EXPANSIONS	METHODS AND MATERIALS	SUGGESTIONS FOR TEACHER	EVALUATIVE CRITERIA
To learn the mathematics which is associated with photography.		Camera, light meter, charts	The mathematics associated with photography is varied. Measurement, metric system, time solutions (percentage) cost, reading meters, calculating, estimating distance to subject.	Consult with Ricky and his photography teacher to assess Ricky's progress.

HIGH SCHOOL EDUCATIONAL PLAN
Physical Education and Health Education

The educational modules which were developed in Intermediate School to meet Ricky's health and physical education needs are also appropriate to meet these needs on the High School level. Therefore, an educational plan will not be presented for health and physical education on the High School level.

Ricky will participate in the general education health and physical education program. Special programming will be provided in the following areas:

acquatics
gymnastics
family living and sex education
wrestling

Please refer to Ricky's education program, Health and Physical Education, Intermediate School, for curriculum relating to specific activities, alternatives and expansions, methods and materials.

Conclusions:

This portrait of Ricky illustrates the success made possible by the combined efforts of special and general educators to meet a student's special needs. We have seen the importance of the early identification of Ricky's social, emotional, physical and cognitive profile and the value of the early and continuing intervention in remediating identified deficits.

The Education for All Handicapped Children Act requires that a student be diagnosed by a clinical-educational team prior to placement. The local Committee on the Handicapped assured that Ricky, his parents, his teacher and other team members were actively involved in all decisions related to his educational placement and plan.

The most appropriate educational placement for Ricky was determined to be a mainstream class with the support services of a special education resource room teacher and other ancillary personnel. Methods and materials were continually adapted to teach to his learning strengths while remediating his weaknesses. Through this program, Ricky was assured an equal opportunity to succeed. His social interactions in the mainstream of the school approximated what he would meet in the mainstream of society. The opportunities to participate with handicapped and non-handicapped peers in curricular and extra-curricular activities enhanced Ricky's growth.

The reader will note that nowhere in this chapter was there an emphasis placed upon Ricky's diagnostic label. The reason for this is that the labels which are often used to categorize a child and his disability reveal very little about that child. To know, for example, that a child is "mentally retarded", "neurologically impaired", or "learning disabled" tells little of how that child experiences his world as a learning place or of how he experiences himself as a learner in his world. Labels do not convey the personal, social, or cognitive effects of a disability. Labels do little to guide in preparing a learning environment which can foster a child's abilities to learn. They do not speak of the child's strengths and capacities or of what can be done to help enhance them. Labels tend to be inadequate as a basis for implementing optimal learning environments for children with disabilities.

The story of Ricky has shown how the educational community can assure that a child not experience a disability as a handicap. Whereas the disability is the disabling condition with which a child comes to school, the handicap is the degree to which the child comes to experience that disability as a problem. We have seen how both the general and special educators involved with Ricky fashioned an environment which was responsive to and respectful of his needs and capacities.

We have seen how adjustment and adaptations were made throughout Ricky's schooling with an appreciation of how his particular disability shaped his living and learning experiences. Such adjustments and adaptations will, indeed, have to be made throughout Ricky's life. His disability will remain. But, because he has "lived" the diagnostic-prescriptive process, he has succeeded in school; he is choosing a career; and he has integrated aspects of the process for use in making on-going adjustments and adaptations throughout his future. In this way, the process of specialized education in the mainstream of the school has helped Ricky to prepare for productive functioning in the mainstream of society.

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KEY: Materials suggested for:

T – Teacher/Professional
P – Parent
Y – Younger student
O – Older student

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Donna (Learning to be Yourself). Agency for Instructional Television, Box A, Bloomington, Indiana 47401. Videocassetes which help children to understand how people come to accept the things that make them different from others, and how growing up is the same for everyone in so many ways. Donna is blind. (O, Y)

Everybody's Different. National Instructional Television, Box A. Bloomington, Indiana 47401. Film showing that although every person is different, all share common needs. (T, P, O, Y)

Getting Thru: A Guide to Better Understanding the Hard of Hearing. Zenith Radio Corporation, 6501 W. Grand Avenue, Chicago, Illinois 60635. A record which provides a sense of what it feels like to be hard of hearing. (T, P, O)

I'll Promise You a Tomorrow. Hallmark Films, 1511 East North Avenue, Baltimore, Maryland 21213. Film designed to teach anyone the basic concepts of preparing the child for a special education setting in the community. (T, P, O)

It Feels Like You're Left Out of the World. McGraw-Hill Films, 1221 Avenue of the Americas, New York, N.Y. 10020. Parents and child expressing the frustration and feelings of rejection of the child who is different because he has learning problems.

Keep on Walking. National Foundation, March of Dimes, Box 2000, White Plains, New York 10602. Film showing an eleven-year-old boy with double arm prosthesis explaining his "aids." to his class. (Y, O)

Leo Bauerman. A/V Publication Department, Kenny Rehabilitation Institute, 1800 Chicago Avenue, Minneapolis, Minnesota 55404. Film showing how a spirited man in a twisted body has created a useful and meaningful life. (P, T)

Little Bigots. Aims Instructional Media Services, P.O. Box 1010, Hollywood, California 90028. Film by a dance company representing rejection for various kinds of differences.

A Matter of Inconvenience. Stanfield House, P.O. Box 3208, Santa Monica, California 90403. Film about some young people, blind and amputees, who are enthusiastic skiers and about the difference between a disability and a handicap. (T, P, O)

Mimi. Billy Budd Films, 235 East 57th Street, New York, N.Y. 10022. Film showing the world through the eyes of a young handicapped woman. (T, P, O)

My Brother's Keeper. NBC Educational Enterprises, Inc. 30 Rockefeller Plaza, New York, N.Y. 11020. How a community comes to know and live with its retarded citizens. (P, T)

My Right to Be: Center for Library, Media, and Telecommunications in cooperation with Special Education Instruction and Materials Center, New York City Board of Education, 400 First Avenue, New York, N.Y., 1975. Film stressing the rights of students with handicaps to dignity and self-fulfillment. (T, P, O)

"Myths and Facts About the Handicapped" from *Who Am I?* Special Education Instructional Materials Center, Board of Education, DSEPPS, 400 First Ave., New York.

The Newcomer. BFA, 2211 Michigan Avenue, Santa Monica, California 90404. What happens when a newcomer enters the classroom. (Y)

Philip and the White Colt. Learning Corp. of America, 711 5th Avenue, New York, 10022. Film about a mute boy and a colt which has moments of suspense. (O, Y)

They Call Me Names. BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404. Illustrates negative aspects of labeling through interviews with children and parents of children who have been labeled retarded. (P, T, O)

This Is My Friend. BFA, 2211 Michigan Avenue, Santa Monica, California 90404. The story of the interaction of three children and their effects on one another.

Through Different Eyes. Peach Enterprises, 4649 Gerald, Warren Michigan 48092. Film about a public school program, illustrating how TMR's can be absorbed into the local community educational system. (P, T)

Understanding Intergroup Relations. Association for Classroom Teachers, NEA Publications, Section HR, 1201 16th Street, N.W., Washington, D.C. 1973. (P, T)

Up is Down. Pyramid, 2801 Colorado, Santa Monica, California 90404. Animated film about people's inability to accept differences in others. (P, T, O, Y)

A Walk in Another Pair of Shoes. C.A.N.C.H.C. Film Distribution, P.O. Box 4088, Los Angeles California 90051. Film strip which tells how it feels to be a child with learning disabilities. (T, P, O)

Who Am I? Special Education Instruction and Materials Center, New York City Board of Education. 400 First Ave. New York, N.Y. A multi-media training kit concerned with fostering positive attitudes towards the handicapped.

What Teachers Expect . . . (The Self-Fulfilling Prophecy). Carousel Films, 1501 Broadway, New York, N.Y. 10036. Film showing that how a child performs in school is often the result of what his teacher expects of him rather than what an intelligence test might indicate him capable of. (T)

EXPLORING HANDICAPPING CONDITIONS

Printed Materials

Anderson, C.M. *Jan, My Brain-Damaged Daughter*. Portland, Oregon: Durham, 1963. (T, P, O)

Barber, Elsie, *The Trembling Years*. New York: Macmillan, 1949. Kathy is full of despair when she becomes a polio victim, but fights back and overcomes her despair. (T, P, O)

Blatt, Burton, and Kaplan, Fred. *Christmas in Purgatory: A Photographic Essay on Mental Retardation*. Syracuse, New York: Human Policy Press, 1965. (T, P, O)

Blodgett, H.E. *Mentally Retarded Children: What Parents and Others Should Know*. Minneapolis: University of Minnesota Press, 1971. (T, P)

Brickhill, Paul. *Reach for the Sky*. New York: Norton, 1954. (O)

Brutten, M.; Richardson, S.O; and Mangel, C. *Something's Wrong with My Child: A Parents' Book About Children with Learning Disabilities*. New York: Harcourt, Brace, Jovanovich, 1973. (T, P)

Buck, Pearl. *The Child Who Never Grew*. New York: John Day, 1950. (T, P)

Campanella, Roy. *It's Good To Be Alive*. Waltham, Massachusetts: Little Brown, 1959. (P, O)

Charlip, R.; Miller, M.B.; and Ancona, G. *Handtalk*. New York: Parents' Magazine Press, 1974. Photographs show ways that deaf people talk: finger spelling and signing. (P, O)

Debuskey, M., ed. *The Chronically Ill Child and His Family*. Springfield, Illinois: Charles C. Thomas, 1970. (P)

Egg, M. *When a Child Is Different: A Basic Guide for Parents of Mentally Retarded Children*. New York: John Day, 1964. (P)

Fassler, J. *Howie Helps Himself*. Chicago: Albert Whitman, 1975. A picture book about a physically handicapped boy who, like all children, is very proud when he learns to help himself. (P, Y)

Fassler, J. *One Little Girl*. New York: Behavioral Publications, 1969. A picture book about a mildly retarded child of six or seven. Develops the idea that even slow children can do some things very well. (Y, 5)

Firnie, N. *Handling the Young Cerebral Palsy Child at Home*. New York: Dutton, 1970. (P, T)

Gardner, R.A. *MBD: The Family Book about Minimal Brain Dysfunction*. New York: Jason Aronson, 1973. (P)

__________ . *The Child's Book About Brain Injury*. New York: New York Association for Brain Injured Children 1966. Through simple language and illustrations, provides information about problems of a brain-injured child and the help available to him. (Y)

Gold, P. *Please Don't Say Hello*. New York: Human Sciences Press, 1975. Story of a family of five: mother, father, two older children a little autistic boy. (Y)

Golick, M. *A Parent's Guide to Learning Problems*. Montreal: Quebec Association for Children with Learning Disabilities, 1970. (P)

Greenfeld, J. *A Child Called Noah: A Family Journey*. New York: Holt, Rinehart, and Winston, 1972. (T, P)

Hamill, Donald and Bartel, Nettie. *Teaching Children with Learning and Behavior Problems*. New York: Allyn and Bacon 1975. (T, P)

Hannon, Charles. *Parents of Mentally Handicapped Children*. Baltimore, Maryland: Penguin, 1975. (P)

Hunt, Nigel. *Diary of a Mongoloid Child*. New York: Helix Press, 1967. (P)

Hurwitz, H.L. *Donald: A Man Who Remains a Boy*. Pocket Books, 1973. (P)

Illinois Annual School for Mothers of Deaf Children. *If You Have A Deaf Child*. Urbana: University of Illinois, Press 1965. (P)

Johnson, Doris J. and Myklebust, Helmer R. *Learning Disabilities: Educational Principles and Practices*. New York: Grune and Stratton, 1967. (T, P)

Kastein, S. and Tracy B. *The Birth of Language: The Case History of a Non-Verbal Child*. Springfield, Illinois: Charles C. Thomas, 1966. (T, P)

Kephart, Newell C. *The Slow Learner in the Classroom*. New York: Charles E. Merrill, 1960. (T, P)

Kozloff, M.A. *Reaching the Autistic Child: A Parent Training Program*. Champaign, Illinois: Research Press, 1973. (T, P)

Kronick, D. *A Word or Two About Learning Disabilities*. San Rafael, California: Academic Therapy, 1974. (T, P)

Kvaraceus, W.C., and Hayes, E.N., eds. *If Your Child Is Handicapped*. Boston: Porter Sargent, 1969. (P)

Lasker, J. *He's My Brother*. Chicago: Albert Whitman, 1974. An attractive picture book about a young learning-disabled child and his problems with friends and school. (Y)

Levine, E.S. *Lisa and Her Soundless World*. New York: Behavioral Publications, 1974. Detailed story about a little girl who is born deaf. Provides a great deal of information about the problems and education of the deaf child. (Y)

Levy, H. *Square Pegs Round Holes: The Learning-Disabled Child in the Classroom and at Home*. Boston: Little Brown, 1973. (T, P)

Lewis, S., and Lehtinen, L.E., *The Other Child*. New York: Grune and Stratton, 1960. (T, P)

Little, J. *Mine for Keeps*. New York: Little Brown, 1962. A realistic detailed story with informative illustrations about a cerebral-palsied girl and her return home after a long stay in a residential school. (Y)

McCarthy, James J., and McCarthy, Joan E. *Learning Disabilities*. Rockleigh, New Jersey: Allyn and Bacon, 1969.

McDaniel, J. *Physical Disabilities and Human Behavior*. New York: Pergamion Press, 1969. (T, P)

Moffat, Samuel. *Helping the Child Who Cannot Hear*. New York: Public Affairs Committee, Pamphlet No. 497, 1972. (T, P)

Murray, D.G. *This is Stevie's Story*. Nashville, Tennessee: Abingdon, 1967. (T, P, O)

Northcutt, *The Hearing Impaired Child in a Regular Classroom*. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973. (T, P)

Park, *The Siege: The First Eight Years of an Autistic Child*. New York: Bodin Little Brown, 1967. (T, P)

Sarason, *Psychological Problems in Mental Deficiency*. New York: Harper and Row, 1959.

Semple, J.E. *Hearing-Impaired Pre-school Child: A Book for Parents*. Springfield, Illinois: Charles C. Thomas, 1970 (T, P)

Smith, B.K. *Your Non-learning Child: His World of Upside-Down*. Boston: Beacon Press, 1968. (T. P)

Stein, S.B. *About Handicaps: An Open Family Book for Parents and Children Together*. New York: Walker Publishing, 1974. Vivid photographs and text deal with childrens' fears and fantasies about physically handicapped people. Accompanying text for adults provides specific details to help support and explain reality to the child. (T, P, Y, O)

Ulrich, S. *Elizabeth*. Ann Arbor: University of Michigan, 1972. (Y)

Walker, T. *The Mentally Ill Child: A Guide for Parents*. New York: National Associations for Mental Health, 1966. (P)

Wicka, D., and Falk, M. *Advice to Parents of a Cleft Palate Child*. Springfield, Illinois: Charles C. Thomas, 1970. (P)

Wiggin, Kate. *The Birds' Christmas Carol*. New York: Scholastic, 1974. The Bird family has a baby born on Christmas day. Though she is physically handicapped, Carol has a beautiful, giving spirit.

Wright, B. *Physical Disabilities – A Psychological Approach*. New York: Harper and Row, 1960. (T, P)

Multi-Media Materials

Adolescence and Learning Disability. Larwing Productions, P.O. Bos 1542, Burlinghame, California 94010.

A Walk In Another Pair of Shoes. California Association for Neurologically Handicapped Children (CANHC), P.O. Box 4088, Los Angeles, California 90051.

Becky. Stuart Finley, Inc. 3428 Mansfield Road, Falls Church, Virginia 22041. A realistic handling of a typical day of a young mongoloid child and her family. (T, P, Y)

A Boy Named Terry Egan. Carousel Films, 1501 Broadway, New York, N.Y. 10036. Story on film of a nine-year-old boy and his treatment for autism. (P, T)

Care of the Young Retarded Child. International Film Bureau, 332 S. Michigan Avenue, Chicago, Illinois 60604. Compare normal and retarded children at various chronological and developmental levels. Suggests attitudes and approaches for working with retarded children. (P, T)

Coming Home. Stanfield House, 900 Euclid Avenue, Santa Monica, California 90403. A film about Charlotte and her life in a group home for mentally retarded people. (T, P)

The Curb Between Us. Barr Films, P.O. Box 5667, Pasadena, California 91107. Film showing struggle of young physically disabled man to rebuild his life after nine months in the hospital. (T, P)

An Experience in Deafness. Title III Project Hard of Hearing, Oakland Schools, 2100 Pontiac Lake Road, Pontiac, Michigan 48054. Probes the anatomy of a hearing loss. (T, P)

From Here to There Visual Instruction Bureau, Division of Extension, University of Texas, Austin, Texas 78712. A film which gives a factual introduction to the problems of the blind for their sighted schoolmates. Demonstrates the development of skills in orientation and mobility. (Y, O)

Graduation. Stanfield House, 900 Euclid Avenue, Santa Monica, California 90603. Explores the question, "What happens to the retarded child when (s)he grows up.?"

I Am a Child. Therapeutic Preschool, BSRC, Rm. 55, Chapel Hill, North Carolina 27514. Film about Ana, a four-year-old girl with learning and emotional problems, and her experience at the Therapeutic Preschool (T, P)

Meet Lisa. AIMS, P.O. Box 1010, Hollywood, California 90028. Film which reflects the world as seen through the eyes of a brain-injured child. (T, P)

Moments of Joy. Wombat Productions, 77 Tarrytown Road, White Plains, New York 10607. Film about a movement in Ohio to bring humanization to the care and treatment of the mentally retarded.

Patchwork. Southern Regional Media Center for the Deaf, University of Tennessee, Knoxville, Tennessee 37916. A sound filmstrip which focuses on helping the classroom teacher to understand the special problems of a child with a hearing loss. (T)

Pay Attention: Problems of Hard of Hearing Children. New York University Film Library, 26 Washington Place, New York, N.Y. 10003. Working with hard-of-hearing children in the regular classroom. Film showing methods of early diagnosis of hearing difficulties. (T)

People First. Stanfield House, 900 Euclid Avenue, P.O. Box 3208, Santa Monica, California. Documentary film on the subject of equal rights for the developmentally disabled. (T, P)

The Puzzle Children. CANHC, P.O. Box 4088, Los Angeles, California 90051. Documentary film which presents problems of learning disabilities and their ramification for society. (T, P)

The Return. American Physical Therapy Association, 1156 15th Street, N.W. Washington, D.C. 20007. Film telling of a youthful paraplegic who, as the result of an auto accident, participates in a variety of therapies in order to function independently again. (T, P, O)

School Day. New York University Film Library, 26 Washington Place, New York, N.Y. 10003. Film about a nine-year-old blind girl who participates in a class with sighted peers. (T, P, O)

The School Daze of the Learning Disability Child. Alpean Communications, 220 Gulph Hills Road, Radnon, Pennsylvania 19087. A parent/professional communications kit about learning disabilities. (T, P, O)

Some of Our Schoolmates Are Blind. American Foundation for the Blind, 15 West 16th Street, New York, N.Y. 10011. The education of blind children in an integrated public elementary school. (T, P)

Through Different Eyes. Peach Enterprises, 4649 Gerald, Warren, Michigan, 48092. Documents a day training program for mentally retarded children. (T)

A Time for Georgia. New York University Film Library, 26 Washington Place, New York, N.Y. 10003. Film about a four-year-old autistic child. (T, P)

'72 Special Olympics – We've Only Just Begun. Valerie Brown, 760 Westwood Plaza, 78-208, Los Angeles, California 90024. Film which documents the 1972 National Summer Special Olympics for the Mentally Retarded held at UCLA. (T, P, O)

What Color Is the Wind? Allan Grant Productions, P.O. Box 49244, Los Angeles, California 90049. A father talks of his feelings about one of his twin sons who is blind. (T, P, O)

What Do You Do When You See A Blind Person? American Foundation for the Blind, 15 West 16th Street, New York, N.Y. 10011. Demonstrates ways of dealing with blind adults in various situations. (T, P, O)

Where There's A Will. University of Connecticut. Handicapped mothers adjust to homemaking. (T, P, O)

Why Billy Couldn't Learn. CANHC, P.O. Box 4088, Los Angeles, California 90051. Film highlighting the characteristics of neurologically handicapped children and their learning problems. (T, P)

EXPLORING METHODS AND MATERIALS

Printed Materials

Ayrault, E.W. *Helping the Handicapped Teenager Mature*. New York: Public Affairs Committee. 1974. (P)

Baldwin, V.; Fredericks, H.D.; and Brodsky, G. *Isn't It Time He Outgrew This? A Training Program for Parents of Retarded Children*. Springfield, Illinois: Charles Thomas, 1973. (P)

Barnes, Ellen. *Teach and Reach*. Syracuse, New York: Human Policy Press, 1974.

Becker, W.C. *Parents are Teachers: A Child Management Program*. Champaign, Illinois: Research Press. 1971. (P)

Bergen, Adriene. *Selected Equipment for Pediatric Rehabilitation*. Valhalla, New York: Blythedale Childrens' Hospital, 1974. (P)

Biklen, Douglas. *Let Our Children Go: An Organizing Book for Parents*. Syracuse; New York: Human Policy Press, 1974. (P)

Blumenfeld, J.; Thompson, P.E.; and Vogel, B.S. *Help Them Grow! A Pictorial Handbook for Parents of Handicapped Children*. Nashville, Tennessee: Abingdon, 1971. (P)

Borton, Terry. *I Have Feelings*. New York: McGraw-Hill, 1970.

Braley, W.T., Nonicki, G., and Leeay, C. *Daily Sensory-Motor Training Activities: A Handbook for Teachers and Parents of Pre-School Children*. Freeport, New York: Educational Acitivties, 1968. (T, P)

Brown, D.L. *Developmental Handicaps in Babies and Young Children: A Guide for Parents*. Springfield, Illinois: Charles C. Thomas, 1972. (P)

Bryan, D. *Guide for Parents of Pre-School Visually Handicapped Children*. Springfield, Illinois: Office of Public Instruction, undated. (P)

Buckler, B. *Living with a Mentally Retarded Child: A Primer for Parents.* New York: Hawthorn Book, 1972. (P)

Bureau for Children with Retarded Mental Development. *Motor Education for the Mentally Retarded and Other Handicapped Children.* Module I, New York City Board of Education, New York, 1976.

Cohen, Shirley. *Family Involvement in the Education of Young Handicapped Children. Competency Based Teacher Education Project.* New York: City University, 1973. (T, P)

Cratty, Bryant J. *Active Learning: Games to Enhance Academic Learning.* Englewood Cliffs: Prentice Hall, 1971.

Dauer, Victor P. *Dynamic Physical Education for Elementary School Children.* Minneapolis: Burgess, 1971.

Davis, Maetta. *Typing Keys for Remediation of Reading and Spelling: A Developmental Approach for Children with Perceptual Handicaps.* San Rafael: Academic Therapy Publication, 1971.

Deno, Evelyn N., ed. *Instructional Materials for Exceptional Children.* Reston, Virginia: Council for Exceptional Children, 1974. (T, P)

Fernald, Grace. *Remedial Techniques for Basic School Subjects.* New York: McGraw-Hill, 1943.

Frick, Elizabeth. *Adjustment to Integration. Some Difficulties Hearing-Impaired Children Have in Public Schools.* Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973. (T)

Frostig, Marianne and Horne, David. *The Frostig Program for the Development of Visual Perception Kit.* Chicago: Follet, 1964.

Gaddis, Edwin A. *Teaching the Slow Learner in the Regular Classroom.* Belmont, California: Fearon Publishers, 1971. (T)

Gildston, Phyllis. *The Hard of Hearing Child in the Classroom: A Guide for the Classroom Teacher.* Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1962. (T)

Golick, Margaret. *Deal Me In: The Use of Playing Cards in Learning and Teaching.* New York: J. Norton, 1973.

Gould, Lawrence N. *Detect Visual – A Sensorimotor Approach to Visual Discrimination Kit.* Chicago: Science Research Associates, 1967.

Greenberg, Joanne. *In This Sign.* New York: Avon, 1972. (T)

Greenberg, Herbert M. *Teaching with Feeling.* Toronto: Macmillan, 1969. (T)

Hart, J. and Jones B. *Where's Hannah? A Handbook for Parents and Teachers of Children with Learning Disorders.* New York: Hart, 1968. (P)

Heisler, V. *A Handicapped Child in the Family: A Guide for Parents.* New York: Grune & Stratton, 1972. (P)

Hawley, Robert C. *Value Exploration Through Role Playing: Practical Strategies for Use in the Classroom.* New York: Hart Publishing, 1975. (T)

Jones and Pfeiffer. *Structured Experiences in Human Relations Training.* Iowa City: University Association Press, 1974. (T)

Kronick, D. *They Too Can Succeed: A Practical Guide for Parents of Learning-Disabled Children.* Los Angeles: California Association for Neurologically Handicapped Children, 1969. (P)

Laban, Rudolph. "Movement Analysis," in Logsden, Bette J. and Barrett, Kate R. *Ready? Set . . . Go!* Bloomington: National Instructional Television, 1970. Direct inquiries to National Instructional Television, Box A, Bloomington, Ind. 47401 for teacher's manual for Elementary Physical Education, Level I.

Lederman, Janet. *Anger in the Rocking Chair*. New York: Viking, 1973. (T, P)

Love, H. *The Emotionally Disturbed Child: A Parent's Guide for Parents Who Have Problem Children:* Springfield, Illinois: Charles C. Thomas, 1970. (P)

Lyon, Harold C. *Learning to Feel – Feeling to Learn*. Columbus, Ohio: Charles E. Merrill, 1971. (T, P)

Minde, K. *A Parent's Guide to Hyperactivity in Children*. Montreal: Quebec Association for Children with Learning Disabilities, 1971. (P)

Moustakas, Clark, and Perry, Cereta. *Learning To Be Free*. New York: Prentice Hall, 1973. (T, P, O)

Murphy, J.F. *Listening, Language, and Learning Disabilities: A Guide for Parents and Teachers*. Cambridge, Massachusetts: Educators Publishing Service, 1970. (P)

Nix, Gary, ed. *Mainstreaming Special Education for Hearing Impaired Children and Youth*. New York: Grune and Stratton, 1973. (T)

Northcott, W.H., *The Hearing Impaired Child in the Regular Classroom*. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973. (T)

Patterson, G. and Gullion, M. *Living with Children: New Methods for Parents and Teachers*. Champaign, Illinois: Research Press, 1971. (P)

Perske, R., and Perske, M. *New Directions for Parents of Persons Who Are Retarded*. Nashville: Abindgdon Press, 1973. (P)

Pickharts, E. and Fargo, J. *Parent Education: Toward Parental Competence*. New York: Appleton-Century-Crofts, 1971. (P)

Roach, E. and Kephart, N. *Purdue Perceptual Motor Survey*. Columbus: Chas. E. Merrill, 1966.

Robinault, Isabel P. *Functional Aids for the Multiply Handicapped*. New York: Harper and Row, 1973. (T)

Rogovin, A. *Learning by Doing: An Illustrated Handbook for Parents and Teachers of Children Who Learn Slowly*. Johnston, Pennsylvania: Mafex Associates, 1971. (P, T)

Ross, A.A. *The Exceptional Child in the Family*. New York: Grune and Stratton, 1964. (P, T)

Rotter, P. *A Parent's Program for a School for the Deaf*. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1969. (P)

Sanders, Derek. *Aural Rehabilitation*. New York: Prentice Hall, 1971. (T)

Sayler, M.L. *Parents: Active Partners in Education*. Washington, D.C.: National Education Association, 1971. (P, T)

Schmuck, Richard. *Group Processes in the Classroom*. Dubuque, Iowa: William C. Brown, 1971. (T)

Smith, J.M., and Smith, D.E.P. *Child Management: A Program for Parents*. Ann Arbor, Michigan: Ann Arbor Publishers, 1966. (P)

Spellbinder Syntax Training Unit. Concord, Mass.: Spellbinder, 1974.

Spock, B., and Lerrigo, M. *Caring for Your Disabled Child*. New York: Macmillan, 1965. (P)

Stern, Catherine and Stern Margaret B.,*Children Discover Arithmetic*. New York: Harper & Ross, 1949, 1971.

Stern, Catherine. *Structural Arithmetic Kit*. Boston: Haughton Mifflin, 1962.

Stewart, E., and Olds, S. *Raising a Hyperactive Child*. New York: Harper and Row, 1973. (P)

Stott, D.H. *The Parent as Teacher: A Guide for Parents of Children with Learning Difficulties*. Toronto: New Press, 1972. (P)

Tracy, S., and Thielman, V.B. *John Tracy Clinic Correspondence Course for Parents of Preschool Deaf Children*. Los Angeles: John Tracy Clinic, 1972. (P)

Valett, R.E. *Modifying Children's Behavior: A Guide for Parents and Professionals*. Palo Alton: Fearon Press, 1969. (T, P)

Valett, R.E. *Prescriptions for Learning: A Parent's Guide to Remedial Home Training*. Belmont, California: Fearon Press, 1970. (P)

Van Witsen, Betty. *Perceptual Training Activities Handbook*. New York: Teachers College Press, Columbia University, 1957. (P)

Weiner, F. *Help for the Handicapped Child*. New York: McGraw-Hill, 1973. (P)

Weiss, M. and Weiss, H. *A Parents' and Teachers' Guide to Learning Disabilities: A Practical Home-School Cookbook*. Yorktown Heights, New York: Walter Goodman Center for Educational Services, BOCES, 1973. (T, P)

Werner, M.J. *The Parent-Teacher Conference: A Learning Package*. Bellingham, Washington: Western Washington State College, undated. (T, P)

Multi-Media Materials

Archibald, Barbara and Mentzer, Ann E. *Audio-Lingual English Program*. Palo Alto: Fearon, 1969.

Can You Hear Me? International Film Bureau, 332 S. Michigan Avenue, Chicago, Illinois. Teaching language to a deaf child at the John Tracy Clinic. (T, P)

Educational Activity Records. Box 392, Freeport, New York 11520.

Filmstrip Program in Beginning Grammar. Chicago: Encyclopaedia Britannica Corp., 1974.

Filmstrip Program in Composition Skills. Chicago: Encyclopaedia Britannica Corp., 1974.

Genesis. Hallmark Films, 1511 E. North Avenue, Baltimore, Maryland, 21233. How to teach basic self-help skills; dressing, eating, toileting. (T)

Heffernan-Cabrera, Patrica. *Audio-Visual English*. New York: Macmillan, 1974.

Jennifer Is A Lady. New York University Film Library, 41 Press Annex, Washington Square, New York, N.Y. 10003. Prescriptive language development program for two autistic children. (T, P)

Julia. Holt, Rinehart and Winston, 383 Madison Avenue, New York, N.Y. 10017. Film providing discussion of what teachers can do with a hearing-impaired child in their classes. (T)

Kimbo. *Records for Fitness and Rhythmic Activities.* Box 246, Deal, N.J. 07723.

Language Master. Care Reader and Programs. Bell and Howell Corp., New York.

Lou Stahlman Records. P.O. Box A L, Roslyn Heights, N.Y. 11577.

DUSO (Developing Understanding of Self and Others). Circle Pines, Minnesota: American Guidance Services. (T, P, O)

Mainstreaming, Behavior Resource Guide: (A Guide for Analyzing and Prescribing for Behavioral Disorders and Learning Disabilities). Educational Science Inc., P.O. Box 771, Wallingford, Connecticut 06492. (T)

Parachute Records. Libra Distributing Co., 473 North Church St., Morristown, N.J.

Reach Me – Teach Me. Division of Special Education and Pupil Personnel Services, WNYE Learning Disabilities TV In-Service Training Course, SEIMC, 400 First Avenue, New York. (T)

Special Education Teachers' Kit: Resource Room and Learning Center Materials. Love Publishing Co., Dept. 25, 6635 Villanova Place, Denver, Colorado 80222.

The Successful Learning Kit: Resource Room and Learning Center Materials. Love Publishing Co. (See address above.) (T)

TAD (Toward Affective Development) Multi-Media Kit. American Guidance Service Publishers' Building, Circle Pines, Minnesota, 55014. (T)

Addendum

TEST DESCRIPTIONS

Bender Visual-Motor Gestalt Test

Greene & Stratton, Inc.
111 Fifth Ave.
New York, N.Y. 10003

Ages: 4 - 10

Individually administered test of form copying with the scores yielding both quantitative and qualitative assessment to investigate retardation, organic brain damage, emotional disturbance and school readiness.

Boehm Test of Basic Concepts

The Psychological Corp.
New York Imprint of Harcourt Brace Jovanovich, Inc.
757 Third Ave.
New York, N.Y. 10007

Ages: K - 2

Designed to measure a child's mastery of concepts considered necessary for achievement in early childhood classes. Test is helpful to identify children with deficiencies as it isolates the individual concepts that instruction should be geared towards. The test contains form A and B to measure knowledge of the same basic concept.

Detroit Test of Learning Aptitude

Bobbs-Merrill Co., Inc.
4300 West 62nd Street
Indianapolis, Ind. 46209

Ages: 3 and over

Individually administered test designed to assess the learning capability in subjects. There are 19 subtests useful to determine student strengths and weaknesses. Test is not beneficial for I.Q. purposes but is an excellent tool for diagnosing learning difficulties.

Frostig Test of Visual Perception

Consulting Psychologists Press
577 College Ave.
Palo Alto, Cal.

Ages: 3 - 8

Designed to explore the relationship of visual perceptual disabilities to the problem of learning, brain damage and other handicaps. Contains five subtests that tap a specific type of perceptual ability and assess developmental level. Used as a screening device for children in nursery school-first grade or as a clinical evaluative instrument for older children who suffer from learning difficulties.

Illinois Test of Psycholinguistic Abilities

Institute for Research on Exceptional Children Ages: 2 - 10
University of Illinois, Urbana

The ITPA is intended for use as a comprehensive evaluation and assessment of psychological development for children. The test is especially useful in planning remedial work and evaluating progress in brain-injured, emotionally disturbed children with language problems. Includes a battery of 9 subtests and takes approximately 2 hours to administer.

McCarthy Scales of Children's Abilities

The Psychological Corporation Ages: 2½ - 8½
New York, N.Y.

Tests designed to measure verbal, perceptual performances and quantitative, composite, memory, and motor skills.

Motor-Free Visual Perception Test

Academic Therapy Publications Ages: 4 - 8
1539 Fourth St.
San Rafael, Cal. 94901

Test of visual perception for screening, diagnostic, and research purposes. It is a 36-item, individually administered multiple-choice test. Five areas are covered: spatial relationships, visual discriminations, figure-ground, visual closure, and visual memory.

Purdue Perceptual-Motor Survey

Charles E. Merrill Publishing Co. Ages: 6 - 10
1300 Alum Creek Dr.
Columbus, Ohio 43216

Designed to measure 22 different areas; e.g., perceptual-motor, jumping, ocular control, form perception, body image, and differentiation.

Rosweli-Chall Diagnostic Reading Test of Word Analysis Skills

Essay Press, Inc. Ages: 7 - 12
P.O. Box 5
Planetarium Station
New York, N.Y. 10024

Individually administered inventory requiring 5-10 minutes for students in grades 2-6. Test measures strengths and weaknesses of selected word recognition skills. The test is divided into five subtests dealing primarily with phonetic skills.

Wechsler Intelligence Scale for Children

The Psychological Corporation Ages: 5 - 15
New York, N.Y.

A widely used individual intelligence test having high reliability. It yields a verbal, a performance, and a total I.Q. Consists of twelve subtests which tap cognitive strengths that may underlie reading ability. However, no reading tasks are required.

Public Law 94–142

EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975

Sec. 2.(a)(1)(A) Section 611(b)(2) of the Education of the Handicapped Act (20 U.S.C. 1411(b)(2)) (hereinafter in this Act referred to as the "Act"), as in effect during the fiscal years 1976 and 1977, is amended by striking out "the Commonwealth of Puerto Rico,".

(B) Section 611(c)(1) of the Act (20 U.S.C. 1411(c)(1)), as in effect during the fiscal years 1976 and 1977, is amended by striking out "the Commonwealth of Puerto Rico,".

(2) Section 611(c)(2) of the Act (20 U.S.C. 1411(c)(2)), as in effect during the fiscal years 1976 and 1977, is amended by striking out "year ending June 30, 1975" and inserting in lieu thereof the following: "years ending June 30, 1975, and 1976, and for the fiscal year ending September 30, 1977", and by striking out "2 per centum" each place it appears therein and inserting in lieu thereof "1 per centum".

(3) Section 611(d) of the Act (20 U.S.C. 1411(d)), as in effect during the fiscal years 1976 and 1977, is amended by striking out "year ending June 30, 1975" and inserting in lieu thereof the following: "years ending June 30, 1975, and 1976, and for the fiscal year ending September 30, 1977".

(4) Section 612(a) of the Act (20 U.S.C. 1412(a)), as in effect during the fiscal years 1976 and 1977, is amended--

(A) by striking out "year ending June 30, 1975" and inserting in lieu thereof "years ending June 30, 1975, and 1976, for the period beginning July 1, 1976, and ending September 30, 1976, and for the fiscal year ending September 30, 1977"; and

(B) by striking out "fiscal year 1974" and inserting in lieu thereof "preceding fiscal year".

(b)(1) Section 614(a) of the Education Amendments of 1974 (Public Law 93-380; 88 Stat. 580) is amended by striking out "fiscal year 1975," and inserting in lieu thereof the following: "the fiscal years ending June 30, 1975, and 1976, for the period beginning July 1, 1976, and ending September 30, 1976, and for the fiscal year ending September 30, 1977,".

(2) Section 614(b) of the Education Amendments of 1974 (Public Law 93-380; 88 Stat. 580) is amended by striking out "fiscal year 1974" and inserting in lieu thereof the following: "the fiscal years ending June 30, 1975, and 1976, for the period beginning July 1, 1976, and ending September 30, 1976, and for the fiscal year

ending September 30, 1977,".

(3) Section 614(c) of the Education Amendments of 1974 (Public Law 94-380; 88 Stat. 580) is amended by striking out "fiscal year 1974" and inserting in lieu thereof the following: "the fiscal years ending June 30, 1975, and 1976, for the period beginning July 1, 1976, and ending September 30, 1976, and for the fiscal year ending September 30, 1977,".

(c) Section 612(a) of the Act, as in effect during the fiscal years 1976 and 1977, and as amended by subsection (a)(4), is amended by inserting immediately before the period at the end thereof the following: ", or $300,000, whichever is greater".

(d) Section 612 of the Act (20 U.S.C. 1411), as in effect during the fiscal years 1976 and 1977, is amended by adding at the end thereof the following new subsection:

"(d) The Commissioner shall, no later than one hundred twenty days after the date of the enactment of the Education for All Handicapped Children Act of 1975, prescribe and publish in the Federal Register such rules as he considers necessary to carry out the provisions of this section and section 611.".

(e) Notwithstanding the provisions of section 611 of the Act as in effect during the fiscal years 1976 and 1977, there are authorized to be appropriated $100,000,000 for the fiscal year 1976, such sums as may be necessary for the period beginning July 1, 1976, and ending September 30, 1976, and $200,000,000 for the fiscal year 1977, to carry out the provisions of part B of the Act, as in effect during such fiscal years.

Statement of Findings and Purpose

Sec. 3.(a) Section 601 of the Act (20 U.S.C. 1401) is amended by inserting "(a)" immediately before "This title" and by adding at the end thereof the following new subsections:

"(b) The Congress finds that--

"(1) there are more than eight million handicapped children in the United States today;

"(2) the special educational needs of such children are not being fully met;

"(3) more than half of the handicapped children in the United States do not receive appropriate educational services which would enable them to have full equality of opportunity;

"(4) one million of the handicapped children in the United States are excluded entirely from the public school system and will not go through the educational process with their peers;

"(5) there are many handicapped children throughout the United States participating in regular school programs whose handicaps prevent them from having successful educational experience because their handicaps are undetected;

"(6) because of the lack of adequate services within the public school system, families are often forced to find services outside the public school system, often at great distance from their residence and at their own expense;

"(7) developments in the training of teachers and in diagnostic and instructional procedures and methods have advanced to the point that, given appropriate funding, State and local educational agencies can and will provide effective special education and related services to meet the needs of handicapped children;

"(8) State and local educational agencies have a responsibility to provide education for all handicapped children, but present financial resources are inadequate to meet the special educational needs of handicapped children; and

"(9) it is in the national interest that the Federal Government assist State and local efforts to provide programs to meet the educational needs of handicapped children in order to assure equal protection of the law.

"(c) It is the purpose of this Act to assure that all handicapped children have available to them, within the time periods specified in section 612(2)(B), a free appropriate public education which emphasizes special education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardians are protected, to assist States and localities to provide for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children.".

(b) The heading for section 601 of the Act (20 U.S.C. 1401) is amended to read as follows:

"Short Title:
Statement of Findings and Purpose"

Definitions

Sec. 4.(a) Section 602 of the Act (20 U.S.C. 1402) is amended--

(1) in paragraph (1) thereof, by striking out "crippled" and inserting in lieu therefore "orthopedically impaired", and by inserting immediately after "impaired children" the following: ", or children with specific learning disabilities,";

(2) in paragraph (5) thereof, by inserting immediately after "instructional materials," the following: "telecommunications, sensory, and other technological aids and devices,";

(3) in the last sentence of paragraph (15) thereof, by inserting immediately after "environmental" the following: ", cultural, or economic"; and

(4) by adding at the end thereof the following new paragraphs:

"(16) The term 'special education' means specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

"(17) The term 'related services' means transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and includes the early identification and assessment of handicapping conditions in children.

"(18) The term 'free appropriate public education' means special education and related services which (A) have been provided at public expense, under public supervision and direction, and without charge, (B) meet the standards of the State educational agency, (C) include an appropriate preschool, elementary, or secondary school education in the State involved, and (D) are provided in conformity with the individualized education program required under section 614(a)(5).

"(19) The term 'individualized education program' means a written statement for each handicapped child developed in any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and, whenever appropriate, such child, which statement shall include (A) a statement of the present levels of educational performance of such child, (B) a statement of annual goals, including short-term instructional objectives, (C) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs, (D) the projected date for initiation and anticipated duration of such services, and appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

"(20) The term 'excess costs' means those costs which are in excess of the average annual per student expenditure in a local educational agency during the preceding school year for an elementary or secondary school student, as may be appropriate, and which shall be computed after deducting (A) amounts received under this part or under title I or title VII of the Elementary and Secondary Education Act of 1965, and (B) any State or local funds expended for programs which would qualify for assistance under this part or under such titles.

"(21) The term 'native language' has the meaning given that term by section 703(a)(2) of the Bilingual Education Act (20 U.S.C. 880b--1(a)(2)).

"(22) The term 'intermediate educational unit' means any public authority, other than a local educational agency, which is under the general supervision of a State educational agency, which is established by State law for the purpose of providing free public education on a regional basis, and which provides special education and related services to handicapped children within that State."

(b) The heading for section 602 of the Act (20 U.S.C. 1402) is amended to read as follows:

"Definitions"

Assistance for Education of All Handicapped Children

Sec. 5.(a) Part B of the Act (20 U.S.C. 1411 et seq.) is amended to read as follows:

"Part B.--Assistance for Education of All Handicapped Children

"Entitlements and Allocations

"Sec. 611.(a)(1) Except as provided in paragraph (3) and in section 619, the maximum amount of the grant to which a State is entitled under this part for any fiscal year shall be equal to--

"(A) the number of handicapped children aged three to twenty-one, inclusive, in such State who are receiving special education and related services;

multiplied by--

"(B)(i) 5 per centum, for the fiscal year ending September 30, 1978, of the average per pupil expenditure in public elementary and secondary schools in the United States;

"(ii) 10 per centum, for the fiscal year ending September 30, 1979, of the average per pupil expenditure in public elementary and secondary schools in the United States;

"(iii) 20 per centum, for the fiscal year ending September 30, 1980, of the average per pupil expenditure in public elementary and secondary schools in the United States;

"(iv) 30 per centum, for the fiscal year ending September 30, 1981, of the average per pupil expenditure in public elementary and secondary schools in the United States; and

"(v) 40 per centum, for the fiscal year ending September 30, 1982, and for each fiscal year therafter, of the average per pupil expenditure in public elemenatry and secondary schools in the United States;

except that no State shall receive an amount which is less than the amount which such State received under this part for the fiscal year ending September 30, 1977.

"(2) For the purpose of this subsection and subsection (b) through subsection (e), the term 'State' does not include Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

"(3) The number of handicppped children receiving special education and related services in any fiscal year shall be equal to the average of the number of such children receiving special education and related services on October 1 and February 1 of the fiscal year preceding the fiscal year for which the determination is made.

"(4) For purposes of paragraph (1)(B), the term 'average per pupil expenditure', in the United States, means the aggregate current expenditures, during the second fiscal year preceding the fiscal year for which the computation is made (or, if satisfactory data for such year are not available at the time of computation, then during the most recent precedings fiscal year for which satisfactory data are available) of all local educational agencies in the United States (which, for purposes of this subsection, means the fifty States and the District of Columbia), as the case may be, plus any direct expenditures by the State for operation of such agencies (without regard to the source of funds from which either of such expenditures are made), divided by the aggregate number of children in average daily attendance to whom such agencies provided free public education during such preceding year.

"(5)(A) In determining the allotment of each State under paragraph (I), the Commissioner may not count--

"(i) handicapped children in such State under paragraph (1)(A) to the extent the number of children is greater than 12 per centum of the number of all children aged five to seventeen, inclusive, in such State;

"(ii) as part of such percentage, children with specific learning disabilities to the extent the number of such children is greater than one-sixth of such percentage; and

"(iii) handicapped children who are counted under section 121 of the Elementary and Secondary Education Act of 1965.

"(B) For purposes of subparagraph (A), the number of children aged five to seventeen, inclusive, in any State shall be determined by the Commissioner on the basis of the most recent satisfactory data available to him.

"(b)(1) Of the funds received under subsection (a) by any State for the fiscal year ending September 30, 1978--

"(A) 50 per centum of such funds may be used by such State in accordance with the provisions of paragraph (2); and

"(B) 50 per centum of such funds shall be distributed by such State pursuant to subsection (d) to local educational agencies and intermediate educational units in such State for use in accordance with the priorities established under section 612(3).

"(2) Of the funds which any State may use under paragraph (1)(A)--

"(A) an amount which is equal to the greater of--

"(i) 5 per centum of the total amount of funds received under this part by such State; or

"(ii) $200,000;

may be used by such State for administrative costs related to carrying out sections 612 and 613; and

"(B) the remainder shall be used by such State to provide support services and direct services, in accordance with the priorities established under section 612(3).

"(c)(1) Of the funds received under subsection (a) by any State for the fiscal year ending September 30, 1979, and for each fiscal year thereafter--

"(A) 25 per centum of such funds may be used by such State in accordance with the provisions of paragraph (2); and

"(B) except as provided in paragraph (3), 75 per centum of such funds shall be distributed by such State pursuant to subsection (d) to local educational agencies and intermediate educational units in such State, for use in accordance with priorities established under section 612(3).

"(2)(A) Subject to the provisions of subparagraph (B), of the funds which any State may use under paragraph (1)(A)--

"(i) an amount which is equal to the greater of--

"(I) 5 per centum of the total amount of funds received under this part by such State; or

"(II) $200,000;

may be used by such State for administrative costs related to carrying out the provisions of sections 612 and 613; and

"(ii) the remainder shall be used by such State to provide support services and direct services, in accordance with the priorities established under section 612(3).

"(B) The amount expended by any State from the funds available to such State under paragraph (1)(A) in any fiscal year for the provision of support services or for the provision of direct services shall be matched on a program basis by such State, from funds other than Federal funds, for the provision of support services or for the provision of direct services for the fiscal year involved.

"(3) The provisions of section 613(a)(9) shall not apply with respect to amounts available for use by any State under paragraph (2).

"(4)(A) No funds shall be distributed by any State under this subsection in any fiscal year to any local educational agency or intermediate educational unit in such State if--

"(i) such local educational agency or intermediate educational unit is entitled, under subsection (d), to less than $7,500 for such fiscal year; or

"(ii) such local educational agency or intermediate educational unit has not submitted an application for such funds which meets the requirements of section 614.

"(B) Whenever the provisions of subparagraph (A) apply, the State involved shall use such funds to assure the provision of a free appropriate education to handicapped children residing in the area served by such local educational agency or such intermediate educational unit. The provisions of paragraph (2)(B) shall not apply to the use of such funds.

"(d) From the total amount of funds available to local educational agencies and intermediate educational units in any State under subsection (b)(1)(B) or subsection (c)(1)(B), as the case may be, each local educational agency or intermediate educational unit shall be entitled to an amount which bears the same ratio to the total amount available under subsection (b)(1)(B) or subsection (c)(1)(B), as the case may be, as the number of handicapped children aged three to twenty-one, inclusive, receiving special education and related services in such local educational agency or intermediate educational unit bears to the aggregate number of handicapped children aged three to twenty-one, inclusive, receiving special education and related services in all local educational agencies and intermediate educational units which apply to the State educational agency involved for funds under this part.

"(e)(1) The jurisdictions to which this subsection applies are Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

"(2) Each jurisdiction to which this subsection applies shall be entitled to a grant for the purposes set forth in section 601(c) in an amount equal to an amount determined by the Commissioner in accordance with criteria based on respective needs, except that the aggregate of the amount to which such jurisdictions are so entitled for any fiscal year shall not exceed an amount equal to 1 per centum of the aggregate of the amounts available to all States under this part for the fiscal year. If the aggregate of the amounts, determined by the Commissioner pursuant to the preceding sentence, to be so needed for any fiscal year exceeds an amount equal to such 1 per centum limitation, the entitlement of each such jurisdiction shall be reduced proportionately until such aggregate does not exceed such 1 per centum limitation.

"(3) The amount expended for administration by each jurisdiction under this subsection shall not exceed 5 per centum of the amount allotted to such jurisdiction for any fiscal year, or $35,000, whichever is greater.

"(f)(1) The Commissioner is authorized to make payments to the Secretary of the Interior according to the need for such assistance for the education of handicapped children on reservations serviced by elementary and secondary schools operated for Indian children by the Department of the Interior. The amount of such payment for any fiscal year shall not exceed 1 per centum of the aggregate amounts available to all States under this part for that fiscal year.

"(2) The Secretary of the Interior may receive an allotment under this subsection only after submitting to the Commissioner an application which meets the applicable requirements of section 614(a) and which is approved by the Commissioner. The provisions of section 616 shall apply to any such application.

"(g)(1) If the sums appropriated for any fiscal year for making payments to States under this part are not sufficient to pay in full the total amounts which all States are entitled to receive under this part for such fiscal year, the maximum amounts which all States are entitled to receive under this part for such fiscal year shall be ratably reduced. In case additional funds become available for making such payments for any fiscal year during which the preceding sentence is applicable, such reduced amounts shall be increased on the same basis as they were reduced.

"(2) In the case of any fiscal year in which the maximum amounts for which States are eligible have been reduced under the first sentence of paragraph (1), and in which additional funds have not been made available to pay in full the total of such maximum amounts under the last sentence of such paragraph, the State educational agency shall fix dates before which each local educational agency or intermediate educational unit shall report to the State educational agency on the amount of funds available to the local educational agency or intermediate educational unit, under the provisions of subsection (d), which it estimates that it will expend in accordance with the provisions of this part. The amounts so available to any local educational agency or intermediate educational unit, or any amount which would be available to any other local educational agency or intermediate educational unit if it were to submit a program meeting the requirements of this part, which the State educational agency determines will not be used for the period of its availability, shall be available for allocation to those local educational agencies or intermediate educational units, in the manner provided by this section, which the State educational agency determines will need and be able to use additional funds to carry out approved programs.

"Eligibility

"Sec. 612. In order to qualify for assistance under this part in any fiscal year, a State shall demonstrate to the Commissioner that the following conditions are met:

"(1) The State has in effect a policy that assures all handicapped children the right to a free appropriate public education.

"(2) The State has developed a plan pursuant to section 613(b) in effect prior to the date of the enactment of the Education for All Handicapped Children Act of 1975 and submitted not later than August 21, 1975, which will be amended so as to comply with the provisions of this paragraph. Each such amended plan shall set forth in detail the policies and procedures which the State will undertake or has undertaken in order to assure that--

"(A) there is established (i) a goal of providing full educational opportunity to all handicapped children, (ii) a detailed timetable for accomplishing such a goal, and (iii) a description of the kind and number of facilities, personnel, and services necessary throughout the State to meet such a goal;

"(B) a free appropriate public education will be available for all handicapped children between the ages of three and eighteen within the State not later than September 1, 1978, and for all handicapped children between the ages of three and twenty-one within the State not later than September 1, 1980, except that, with respect to handicapped children aged three to five and aged eighteen to twenty-one, inclusive, the requirements of this clause shall not be applied in any State if the application of such requirements would be inconsistent with State law or practice, or the order of any court, respecting public education within such age groups in the State;

"(C) all children residing in the State who are handicapped, regardless of the severity of their handicap, and who are in need of special education and related services are identified, located, and evaluated, and that a practical method is developed and implemented to determine which children are currently receiving needed special education and related services and which children are not currently receiving needed special education and related services;

"(D) policies and procedures are established in accordance with detailed criteria prescribed under section 617(c); and

"(E) the amendment to the plan submitted by the State required by this section shall be available to parents, guardians, and other members of the general public at least thirty days prior to the date of submission of the amendment to the Commissioner.

"(3) The State has established priorities for providing a free appropriate public education to all handicapped children, which priorities shall meet the timetables set forth in clause (B) of parapraph (2) of this section, first with respect to handicapped children who are not receiving an education, and second with respect to handicapped children, within each disability, with the most severe handicaps who are receiving an inadequate education, and has made adequate progress in meeting the timetables set forth in clause (B) of paragraph (2) of this section.

"(4) Each local educational agency in the State will maintain records of the individualized education program for each handicapped child, and such program shall be established, reviewed, and revised as provided in section 614(a)(5).

"(5) The State has established (A) procedural safeguards as required by section 615, (B) procedures to assure that, to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature of severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, and (C) procedures to assure that testing and evaluation materials and procedures utilized for the purposes of evaluation and placement of handicapped children will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it clearly is not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child.

"(6) The State educational agency shall be responsible for assuring that the requirements of this part are carried out and that all educational programs for handicapped children within the State, including all such programs administered by any other State or local agency, will be under the general supervision of the persons responsible for educational programs for handicapped children in the State educational agency and shall meet education standards of the State educational agency.

"(7) The State shall assure that (A) in carrying out the requirements of this section procedures are established for consultation with individuals involved in or concerned with the education of handicapped children, including handicapped individuals and parents or guardians of handicapped children, and (B) there are public hearings, adequate notice of such hearings, and an opportunity for comment available to the general public prior to adoption of the policies, programs, and procedures required pursuant to the provisions of this section and section 613.

"State Plans

"Sec. 613.(a) Any State meeting the eligibility requirements set forth in section 612 and desiring to participate in the program under this part shall submit to the Commissioner, through its State educational agency, a State plan at such time, in such manner, and containing or accompanied by such information, as he deems necessary. Each such plan shall--

"(1) set forth policies and procedures designed to assure that funds paid to the State under this part will be expended in accordance with the provisions of this part, with particular attention given to the provisions of sections 611(b), 611(c), 611(d), 612(2), and 612(3);

"(2) provide that programs and procedures will be established to assure that funds received by the State or any of its political subdivisions under any other Federal program, including section 121 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 241c-2), section 305(b)(8) of such Act (20 U.S.C. 844a(b)(8)0 or its successor authority, and section 122(a)(4)(B) of the Vocational Education Act of 1963 (20 U.S.C. 1262(a)(4)(B)), under which there is specific authority for the provision of assistance for the education of handicapped children, will be utilized by the State, or any of its political subdivisions, only in a manner consistent with the goal of providing a free appropriate public education for all handicapped children, except that nothing in this clause shall be construed to limit the specific requirements of the laws governing such Federal programs;

"(3) set forth, consistent with the purposes of this Act, a description of programs and procedures for (A) the development and implementation of a comprehensive system of personnel development which shall include the inservice training of general and special educational instructional and support personnel, detailed procedures to assure that all personnel necessary to carry out the purposes of this Act are appropriately and adequately prepared and trained, and effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects, and (B) adopting, where appropriate, promising educational practices and materials development through such projects;

"(4) set forth policies and procedures to assure--

"(A) that, to the extent consistent with the number and location of handicapped children in the State who are enrolled in private elementary and secondary schools, provision is made for the participation of such children in the program assisted or carried out under this part by providing for such children special education and related services; and

"(B) that (i) handicapped children in private schools and facilities will be provided special education and related services (in conformance with an individualized educational program as required by this part) at no cost to their parents or guardian, if such children are placed in or referred to such schools or facilities by the State or appropriate local educational agency as the means of carrying out the requirements of this part or any other applicable law requiring the provision of special education and related services to all handicapped children within such State, and (ii) in all such instances the State educational agency shall determine whether such schools and facilities meet standards that apply to State and local educational agencies and that children so served have all the rights they would have if served by such agencies;

"(5) set forth policies and procedures which assure that the State shall seek to recover any funds made available under this part for services to any child who is determined to be erroneously classified as eligible to be counted under section 611(a) or section 611(d);

"(6) provide satisfactory assurance that the control of funds provided under this part, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this part, and that a public agency will administer such funds and property;

"(7) provide for (A) making such reports in such form and containing such information as the Commissioner may require to carry out his functions under this part, and (B) keeping such records and affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports and proper disbursement of Federal funds under this part;

"(8) provide procedures to assure that final action with respect to any application submitted by a local educational agency or an intermediate educational unit shall not be taken without first affording the local educational agency or intermediate educational unit involved reasonable notice and opportunity for a hearing;

(9) provide satisfactory assurance that Federal funds made available under this part (A) will not be commingled with State funds and (B) will be so used as to supplement and increase the level of State and local funds expended for the education of handicapped children and in no case to supplant such State and and local funds, except that, where the State provides clear and convincing evidence that all handicapped children have available to them a free appropriate public education, the Commissioner may waive in part the requirement of this clause if he concurs with the evidence provided by the State;

"(10) provide, consistent with procedures prescribed pursuant to section 617(a)(2), satisfactory assurance that such fiscal control and fund accounting procedures will be adopted as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid under this part of the State, including any such funds paid by the State to local educational agencies and intermediate educational units;

"(11) provide for procedures for evaluation at least annually of the effectiveness of programs in meeting the educational needs of handicapped children (including evaluation of individualized education programs), in accordance with such criteria that the Commissioner shall prescribe pursuant to section 617; and

"(12) provide that the State has an advisory panel, appointed by the Governor or any other official authorized under State law to make such appointments, composed of individuals involved in or concerned with the education of handicapped children, including handicapped individuals, teachers, parents or guardians of handicapped children, State and local education officials, and administrators of programs for handicapped children, which (A) advises the State educational agency of unmet needs within the State in the education of handicapped children, (B) comments publicly on any rules or regulations proposed for issuance by the State regarding the education of handicapped children and the procedures for distribution of funds under this part, and (C) assists the State in developing and reporting such data and evaluations as may assist the Commissioner in the performance of his responsibilities under section 618.

"(b) Whenever a State educational agency provides free appropriate public education for handicapped children, or provides direct services to such children, such State educational agency shall include, as part of the State plan required by subsection (a) of this section, such additional assurances not specified in such subsection (a) as are contained in section 614(a), except that funds available for the provision of such education or services may be expended without regard to the provisions relating to excess costs in section 614(a).

"(c) The Commissioner shall approve any State plan and any modification thereof which--

"(1) is submitted by a State eligible in accordance with section 612; and

"(2) meets the requirements of subsection (a) and subsection (b).

The Commissioner shall disapprove any State plan which does not meet the requirements of the preceeding sentence, but shall not finally disapprove a State plan except after reasonable notice and opportunity for a hearing to the State.

"Application

"Sec. 614.(a) A local educational agency or an intermediate educational unit which desires to receive payments under section 611(d) for any fiscal year shall submit an application to the appropriate State educational agency. Such application shall--

"(1) provide satisfactory assurance that payments under this part will be used for excess costs directly attributable to programs which--

"(A) provide that all children residing within the jurisdiction of the local educational agency or the intermediate educational unit who are handicapped, regardless of the severity of their handicap, and are in need of special education and related services will be identified, located, and evaluated, and provide for the inclusion of a practical method of determining which children are currently receiving needed special education and related services and which children are not currently receiving such education and services;

"(B) establish policies and procedures in accordance with detailed criteria prescribed under section 617(c);

"(C) establish a goal of providing full educational opportunities to all handicapped children, including--

"(i) procedures for the implementation and use of the comprehensive system of personnel development established by the State educational agency under section 613(a)(3);

"(ii) the provision of, and the establishment of priorities for providing, a free appropriate public education to all handicapped children, first with respect to handicapped children who are not receiving an education, and second with respect to handicapped children, within each disability, with the most severe handicaps who are receiving an inadequate education;

"(iii) the participation and consultation of the parents or guardian of such children; and

"(iv) to the maximum extent practicable and consistent with the provisions of section 612(5)(B), the provision of special services to enable such children to participate in regular educational programs;

"(D) establish a detailed timetable for accomplishing the goal described in subclause (C); and

"(E) provide a description of the kind and number of facilities, personnel, and services necessary to meet the goal described in subclause (C);

"(2) provide satisfactory assurance that (A) the control of funds provided under this part, and title to property derived from such funds, shall be in a public agency for the uses and purposes provided in this part, and that a public agency will administer such funds and property, (B) Federal funds expended by local educational agencies and intermediate educational units for programs under this part (i) shall be used to pay only the excess costs directly attributable to the education of handicapped children, and (ii) shall be used to supplement and, to the extent practicable, increase the level of State and local funds expended for the education of handicapped children, and in no case to supplant such State and local funds, and (C) State and local funds will be used in the jurisdiction of the local educational agency or intermediate educational unit to provide services in program areas which, taken as a whole, are at least comparable to services being provided in areas of such jurisdiction which are not receiving funds under this part;

"(3)(A) provide for furnishing such information(which, in the case of reports relating to performance, is in accordance with specific performance criteria related to program objectives), as may be necessary to enable the State educational agency to perform its duties under this part, including information relating to the educational achievement of handicapped children participating in programs carried out under this part; and

"(B) provide for keeping such records, and provide for affording such access to such records, as the State educational agency may find necessary to assure the correctness and verification of such information furnished under subclause (A);

"(4) provide for making the application and all pertinent documents related to such application available to parents, guardians, and other members of the general public, and provide that all evaluations and reports required under clause

(3) shall be public information;

"(5) provide assurances that the local educational agency or intermediate educational unit will establish, or revise, whichever is appropriate, an individualized education program of each handicapped child at the beginning of each school year and will then review and, if appropriate revise, its provisions periodically, but not less than annually;

"(6) provide satisfactory assurance that policies and programs established and administered by the local educational agency or intermediate educational unit shall be consistent with the provisions of paragraph (1) through paragraph (7) of section 612 and section 613(a); and

"(7) provide satisfactory assurance that the local educational agency or intermediate educational unit will establish and maintain procedural safeguards in accordance with the provisions of sections 612(5)(B), 612(5)(C) and 615.

"(b)(1) A State educational agency shall approve any application submitted by a local educational agency or an intermediate educational unit under subsection (a) if the State educational agency determines that such application meets the requirements of subsection (a), except that no such application may be approved until the State plan submitted by such State educational agency under subsection (a) is approved by the Commissioner under section 613(c). A State educational agency shall disapprove any application submitted by a local educational agency or an intermediate educational unit under subsection (a) if the State educational agency determines that such application does not meet the requirements of subsection (a).

"(2)(A) Whenever a State educational agency, after reasonable notice and opportunity for a hearing, finds that a local educational agency or an intermediate educational unit, in the administration of an application approved by the State educational agency under paragraph (1), has failed to comply with any requirements set forth in such application, the State educational agency, after giving appropriate notice to the local educational agency or the intermediate educational unit, shall--

"(i) make no further payments to such local educational agency or such intermediate educational unit under section 620 until the State educational agency is satisfied that there is no longer any failure to comply with the requirement involved; or

"(ii) take such finding into account in its review of any application made by such local educational agency or such intermediate educational unit under subsection (a).

"(B) The provisions of the last sentence of section 616(a) shall apply to any local educational agency or any intermediate educational unit receiving any notification from a State educational agency under this paragraph.

"(3) In carrying out its functions under paragraph (1), each State educational agency shall consider any decision made pursuant to a hearing held under section 615 which is adverse to the local educational agency or intermediate educational unit involved in such decision.

"(c)(1) A State educational agency may, for purposes of the consideration and approval of applications under this section, require local educational agencies to submit a consolidated application for payments if such State educational agency determines that any individual application submitted by any such local educational agency will be disapproved because such local educational agency is ineligible to receive payments because of the application of section 611(c)(4)(A)(i) or such local educational agency would be unable to establish and maintain programs of sufficient size and scope to effectively meet the educational needs of handicapped children.

"(2)(A) In any case in which a consolidated application of local educational agencies is approved by a State educational agency under paragraph (1), the payments which such local educational agency may receive shall be equal to the sum of payments to which each such local educational agency would be entitled under section 611(d) if an individual application of any such local educational agency had been approved.

"(B) The State educational agency shall prescribe rules and regulations with respect to consolidated applications submitted under this subsection which are consistent with the provisions of paragraph (1) through paragraph (7) of section 612 and section 613(a) and which provide participating local educational agencies with joint responsibilities for implementing programs receiving payments under this part.

"(C) In any case in which an intermediate educational unit is required pursuant to State law to carry out the provisions of this part, the joint responsibilities given to local educational agencies under subparagraph (B) shall not apply to the administration and disbursement of any payments received by such intermediate educational unit. Such responsibilities shall be carried out exclusively by such intermediate educational unit.

"(d) Whenever a State educational agency determines that a local educational agency--

"(1) is unable or unwilling to establish and maintain programs of free appropriate public education which meet the requirements established in subsection (a);

"(2) is unable or unwilling to be consolidated with other local educational agencies in order to establish and maintain such programs; or

"(3) has one or more handicapped children who can best be served by a regional or State center designed to meet the needs of such children;

the State educational agency shall use the payments which would have been available to such local educational agency to provide special education and related services directly to handicapped children residing in the area served by such local educational agency. The State educational agency may provide such education and services in such manner, and at such locations (including regional or State centers), as it considers appropriate, except that the manner in which such education and services are provided shall be consistent with the requirements of this part.

"(e) Whenever a State educational agency determines that a local educational agency is adequately providing a free appropriate public education to all handicapped children residing in the area served by such agency with State and local funds otherwise available to such agency, the State educational agency may reallocate funds (or such portion of those funds as may not be required to provide such education and services) made available to such agency, pursuant to section 611 (d), to such other local educational agencies within the State as are not adequately providing special education and related services to all handicapped children residing in the areas served by such other local educational agencies.

"(f) Notwithstanding the provisions of subsection (a)(2)(B)(ii), any local educational agency which is required to carry out any program for the education of handicapped children pursuant to a State law shall be entitled to receive payments under section 611 (d) for use in carrying out such program, except that such payments may not be used to reduce the level of expenditures for such program made by such local educational agency from State or local funds below the level of such expenditures for the fiscal year prior to the fiscal year for which such local educational agency seeks such payments.

"Procedural Safeguards

"Sec. 615.(a) Any State educational agency, any local educational agency, and any intermediate educational unit which receives assistance under this part shall establish and maintain procedures in accordance with subsection (b) through subsection (e) of this section to assure that handicapped children and their parents or guardians are guaranteed procedural safeguards with respect to the provision of free appropriate public education by such agencies and units.

"(b)(1) The procedures required by this section shall include, but shall not be limited to--

"(A) an opportunity for the parents or guardian of a handicapped child to examine all relevant records with respect to the identification, evaluation, and educational placement of the child, and the provision of a free appropriate public education to such child, and to obtain an independent educational evaluation of the child;

"(B) procedures to protect the rights of the child whenever the parents or guardian of the child are not known, unavailable, or the child is a ward of the State, including the assignment of an individual (who shall not be an employee of the State educational agency, local educational agency, or intermediate educational unit involved in the education or care of the child) to act as a surrogate for the parents or guardian;

"(C) written prior notice to the parents or guardian of the child whenever such agency or unit--

"(i) proposes to initiate or change, or

"(ii) refuses to initiate or change,

the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child;

"(D) procedures designed to assure that the notice required by clause (C) fully inform the parents or guardian, in the parents' or guardian's native language, unless it clearly is not feasible to do so, of all procedures available pursuant to this section; and

"(E) an opportunity to present complaints with respect to any matter relating to the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to such child.

"(2) Whenever a complaint has been received under paragraph (1) of this subsection, the parents or guardian shall have an opportunity for an impartial due process hearing which shall be conducted by the State educational agency or by the local educational agency or intermediate educational unit, as determined by State law or by the State educational agency. No hearing conducted pursuant to the requirements of this paragraph shall be conducted by an employee of such agency or unit involved in the education or care of the child.

"(c) If the hearing required in paragraph (2) of subsection (b) of this section is conducted by a local educational agency or an intermediate educational unit, any party aggrieved by the findings and decision rendered in such a hearing may appeal to the State educational agency which shall conduct an impartial review of such hearing. The officer conducting such review shall make an independent decision upon completion of such review.

"(d) Any party to any hearing conducted pursuant to subsections (b) and (c) shall be accorded (1) the right to be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of handicapped children, (2) the right to present evidence and confront, cross-examine, and compel the attendance of witnesses, (3) the right to a written or electronic verbatim record of such hearing, and (4) the right to written findings of fact and decisions (which findings and decisions shall also be transmitted to the advisory panel established pursuant to section 613(a)(12)).

"(e)(1) A decision made in a hearing conducted pursuant to paragraph (2) of subsection (b) shall be final, except that nay party involved in such hearing may appeal such decision under the provisions of subsection (c) and paragraph (2) of this subsection. A decision made under subsection (c) shall be final, except that any party may bring an action under paragraph (2) of this subsection.

"(2) Any party aggrieved by the findings and decision made under subsection (b) who does not have the right to an appeal under subsection (c), and any party aggrieved by the findings and decision under subsection (c) shall have the right to bring a civil action with respect to the complaint presented pursuant to this section, which action may be brought in any State court of competition jurisdiction or in a district court of the United States without regard to the amount in controversy. In any action brought

of an individual (who shall not be an employee of the State educational agency, local educational agency, or intermediate educational unit involved in the education or care of the child) to act as a surrogate for the parents or guardian;

"(C) written prior notice to the parents or guardian of the child whenever such agency or unit--

"(i) proposes to initiate or change, or

"(ii) refuses to initiate or change,

the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child;

"(D) procedures designed to assure that the notice required by clause (C) fully inform the parents or guardian, in the parents' or guardian's native language, unless it clearly is not feasible to do so, of all procedures available pursuant to this section; and

"(E) an opportunity to present complaints with respect to any matter relating to the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to such child.

"(2) Whenever a complaint has been received under paragraph (1) of this subsection, the parents or guardian shall have an opportunity for an impartial due process hearing which shall be conducted by the State educational agency or by the local educational agency or intermediate educational unit, as determined by State law or by the State educational agency. No hearing conducted pursuant to the requirements of this paragraph shall be conducted by an employee of such agency or unit involved in the education or care of the child.

"(c) If the hearing required in paragraph (2) of subsection (b) of this section is conducted by a local educational agency or an intermediate educational unit, any party aggrieved by the findings and decision rendered in such a hearing may appeal to the State educational agency which shall conduct an impartial review of such hearing. The officer conducting such review shall make an independent decision upon completion of such review.

"(d) Any party to any hearing conducted pursuant to subsections (b) and (c) shall be accorded (1) the right to be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of handicapped children, (2) the right to present evidence and confront, cross-examine, and compel the attendance of witnesses, (3) the right to a written or electronic verbatim record of such hearing, and (4) the right to written findings of fact and decisions (which findings and decisions shall also be transmitted to the advisory panel established pursuant to section 613(a)(12)).

"(e)(1) A decision made in a hearing conducted pursuant to paragraph (2) of subsection (b) shall be final, except that nay party involved in such hearing may appeal such decision under the provisions of subsection (c) and paragraph (2) of this subsection. A decision made under subsection (c) shall be final, except that any party may bring an action under paragraph (2) of this subsection.

"(2) Any party aggrieved by the findings and decision made under subsection (b) who does not have the right to an appeal under subsection (c), and any party aggrieved by the findings and decision under subsection (c) shall have the right to bring a civil action with respect to the complaint presented pursuant to this section, which action may be brought in any State court of competition jurisdiction or in a district court of the United States without regard to the amount in controversy. In any action brought under this paragraph the court shall receive the records of the administrative proceedings, shall hear additional evidence at the request of a party, and, basing its decision on the preponderance of the evidence, shall grant such relief as the court determines is appropriate.

"(3) During the pendency of any proceedings conducted pursuant to this section, unless the State or local educational agency and the parents or guardian otherwise agree, the child shall remain in the then current educational placement of such child, or, if applying for initial admission to a public school, shall, with the consent of the parents or guardian, be placed in the public school program until all such proceedings have been completed.

"(4) The district courts of the United States shall have jurisdiction of actions brought under this subsection without regard to the amount in controversy.

"Withholding and Judicial Review

"Sec. 616.(a) Whenever the Commissioner, after reasonable notice and opportunity for hearing to the State educational agency involved (and to any local educational agency or intermediate educational unit affected by any failure described in clause (2)), finds--

"(1) that there has been a failure to comply substantially with any provision of section 612 or section 613, or

"(2) that in the administration of the State plan there is a failure to comply with any provision of this part or with any requirements set forth in the application of a local educational agency or intermediate educational unit approved by the State educational agency pursuant to the State plan,

the Commissioner (A) shall, after notifying the State educational agency, withhold any further payments to the State under this part, and (B) may, after notifying the State educational agency, withhold further payments to the State under the Federal programs specified in section 613(a)(2) within this jurisdiction, to the extent that funds under such programs are available for the provision of assistance for the education of handicapped children. If the Commissioner withholds further payments under clause (A) or clause (B) he may determine that such witholding will be limited to programs or projects under the State plan, or portions thereof, affected by the failure, or that the State educational agency shall not make further payments under this part to specified local educational agencies or intermediate educational units affected by the failure. Until the Commissioner is satisfied that there is no longer any failure to comply with the provisions of this part, as specified in clause (1) or clause (2), no further payments shall be made to the State under this part or under the Federal programs specified in section 613(a)(2) within his jurisdiction to the extent that funds under such programs are available for the provision of assistance for the education of handicapped children, or payments by the State educational agency under this part shall be limited to local educational agencies and intermediate educational units whose actions did not cause or were not involved in the failure, as the case may be. Any State educational agency, local educational agency, or intermediate educational unit in receipt of a notice pursuant to the first sentence of this subsection shall, by means of a public notice, take such measures as may be necessary to bring the pendency of an action pursuant to this subsection to the attention of the public within the jurisdiction of such agency or unit.

"(b)(1) If any State is dissatisfied with the Commissioner's under this paragraph the court shall receive the records of the administrative proceedings, shall hear additional evidence at the request of a party, and, basing its decision on the preponderance of the evidence, shall grant such relief as the court determines is appropriate.

"(3) During the pendency of any proceedings conducted pursuant to this section, unless the State or local educational agency and the parents or guardian otherwise agree, the child shall remain in the then current educational placement of such child, or, if applying for initial admission to a public school, shall, with the consent of the parents or guardian, be placed in the public school program until all such proceedings have been completed.

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the Commissioner (A) shall, after notifying the State educational agency, withhold any further payments to the State under this part, and (B) may, after notifying the State educational agency, withhold further payments to the State under the Federal programs specified in section 613(a)(2) within this jurisdiction, to the extent that funds under such programs are available for the provision of assistance for the education of handicapped children. If the Commissioner withholds further payments under clause (A) or clause (B) he may determine that such witholding will be limited to programs or projects under the State plan, or portions thereof, affected by the failure, or that the State educational agency shall not make further payments under this part to specified local educational agencies or intermediate educational units affected by the failure. Until the Commissioner is satisfied that there is no longer any failure to comply with the provisions of this part, as specified in clause (1) or clause (2), no further payments shall be made to the State under this part or under the Federal programs specified in section 613(a)(2) within his jurisdiction to the extent that funds under such programs are available for the provision of assistance for the education of handicapped children, or payments by the State educational agency under this part shall be limited to local educational agencies and intermediate educational units whose actions did not cause or were not involved in the failure, as the case may be. Any State educational agency, local educational agency, or intermediate educational unit in receipt of a notice pursuant to the first sentence of this subsection shall, by means of a public notice, take such measures as may be necessary to bring the pendency of an action pursuant to this subsection to the attention of the public within the jurisdiction of such agency or unit.

"(b)(1) If any State is dissatisfied with the Commissioner's final action with respect to its State plan submitted under section 613, such State may, within sixty days after notice of such action, file with the United States court of appeals for the circuit in which such State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner hereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code.

"(2) The findings of fact by the Commissioner, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

"(3) Upon the filing of such petition, the court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgement of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

"Administration

"Sec. 617.(a)(1) In carrying out his duties under this part, the Commissioner shall--

"(A) cooperate with, and furnish all technical assistance necessary, directly or by grant or contract, to the States in matters relating to the education of handicapped children and the execution of the provisions of this part;

"(B) provide such short-term training programs and institutes as are necessary;

"(C) disseminate information, and otherwise promote the education of all handicapped children within the States; and

"(D) assure that each State shall, within one year after the date of the enactment of the Education for All Handicapped Children Act of 1975, provide certification of the actual number of handicapped children receiving special education and related services in such State.

"(2) As soon as practicable after the date of the enactment of the Education for All Handicapped Children Act of 1975, the Commissioner shall, by regulation, prescribe a uniform financial report to be utilized by State educational agencies in submitting State plans under this part in order to assure equity among the States.

"(b) In carrying out the provisions of this part, the Commissioner (and the Secretary, in carrying out the provisions of subsection (c)) shall issue, not later than January 1, 1977, amend, and revoke such rules and regulations as may be necessary. No other less formal method of implementing such provisions is authorized.

"(c) The Secretary shall take appropriate action, in accordance with the provisions of section 438 of the General Education Provision Act, to assure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the Commissioner and by State and local educa-

final action with respect to its State plan submitted under section 613, such State may, within sixty days after notice of such action, file with the United States court of appeals for the circuit in which such State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner hereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code.

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"(3) Upon the filing of such petition, the court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgement of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

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"(c) The Secretary shall take appropriate action, in accordance with the provisions of section 438 of the General Education Provision Act, to assure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the Commissioner and by State and local educational agencies pursuant to the provisions of this part.

"(d) The Commissioner is authorized to hire qualified personnel necessary to conduct data collection and evaluation activities required by subsections (b), (c) and (d) of section 618 and to carry out his duties under subsection (a)(1) of this subsection without regard to the provisions of title 5, United States Code, relating to appointments in the competitive service and without regard to chapter 51 and subchapter III of chapter 53 of such title relating to classification and general schedule pay rates except that no more than twenty such personnel shall be employed at any time.

"Evaluation

"Sec. 618.(a) The Commissioner shall measure and evaluate the impact of the program authorized under this part and the effectiveness of State efforts to assure the free appropriate public education of all handicapped children.

"(b) The Commissioner shall conduct, directly or by grant or contract, such studies, investigations, and evaluations as are necessary to assure effective implementation of this part. In carrying out his responsibilities under this section, the Commissioner shall--

"(1) through the National Center for Education Statistics, provide to the appropriate committees of each House of the Congress and to the general public at least annually, and shall update at least annually, programmatic information concerning programs and projects assisted under this part and other Federal programs supporting the education of handicapped children, and such information from State and local educational agencies and other appropriate sources necessary for the implementation of this part including--

"(A) the number of handicapped children in each State, within each disability, who require special education and related services;

"(B) the number of handicapped children in each State, within each disability, receiving a free appropriate public education and the number of handicapped children who need and are not receiving a free appropriate public education in each such State;

"(C) the number of handicapped children in each State, within each disability, who are participating in regular educational programs, consistent with the requirements of section 612(5)(B) and section 614(a)(1)(C)(iv), and the number of handicapped children who have been placed in separate classes or separate school facilities, or who have been otherwise removed from the regular education environment;

"(D) the number of handicapped children who are enrolled in public or private institutions in each State and who are receiving a free appropriate public education, and the number of handicapped children who are in such institutions and who are not receiving a free appropriate public education;

"(E) the amount of Federal, State, and local expenditures in each State specifically available for special education and related services; and

"(F) the number of personnel, by disability category, employed in the education of handicapped children, and the estimated number of additional personnel needed to adequately carry out the policy established by this Act; and

"(2) provide for the evaluation of programs and projects assisted under this part through--

tional agencies pursuant to the provisions of this part.

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"Sec. 618. (a) The Commissioner shall measure and evaluate the impact of the program authorized under this part and the effectiveness of State efforts to assure the free appropriate public education of all handicapped children.

"(b) The Commissioner shall conduct, directly or by grant or contract, such studies, investigations, and evaluations as are necessary to assure effective implementation of this part. In carrying out his responsibilities under this section, the Commissioner shall--

"(1) through the National Center for Education Statistics, provide to the appropriate committees of each House of the Congress and to the general public at least annually, and shall update at least annually, programmatic information concerning programs and projects assisted under this part and other Federal programs supporting the education of handicapped children, and such information from State and local educational agencies and other appropriate sources necessary for the implementation of this part including--

"(A) the number of handicapped children in each State, within each disability, who require special education and related services;

"(B) the number of handicapped children in each State, within each disability, receiving a free appropriate public education and the number of handicapped children who need and are not receiving a free appropriate public education in each such State;

"(C) the number of handicapped children in each State, within each disability, who are participating in regular educational programs, consistent with the requirements of section 612(5)(B) and section 614(a)(1)(C)(iv), and the number of handicapped children who have been placed in separate classes or separate school facilities, or who have been otherwise removed from the regular education environment;

"(D) the number of handicapped children who are enrolled in public or private institutions in each State and who are receiving a free appropriate public education, and the number of handicapped children who are in such institutions and who are not receiving a free appropriate public education;

"(E) the amount of Federal, State, and local expenditures in each State specifically available for special education and related services; and

"(F) the number of personnel, by disability category, employed in the education of handicapped children, and the estimated number of additional personnel needed to adequately carry out the policy established by this Act; and

"(2) provide for the evaluation of programs and projects assisted under this part through--

"(A) the development of effective methods and procedures for evaluation;

"(B) the testing and validation of such evaluation methods and procedures; and

"(C) conducting actual evaluation studies designed to test the effectiveness of such programs and projects.

"(c) In developing and furnishing information under subclause (E) of clause (1) of subsection (b), the Commissioner may base such information upon a sampling of data available from State agencies, including the State educational agencies, and local educational agencies.

"(d)(1) Not later than one hundred twenty days after the close of each fiscal year, the Commissioner shall transmit to the appropriate committees of each House of the Congress a report on the progress being made toward the provision of free appropriate public education to all handicapped children, including a detailed description of all evaluation activities conducted under subsection (b).

"(2) The Commissioner shall include in each such report--

"(A) an analysis and evaluation of the effectiveness of procedures undertaken by each State educational agency, local educational agency, and intermediate educational unit to assure that handicapped children receive special education and related services in the least restrictive environment commensurate with their needs and to improve programs of instruction for handicapped children in day or residential facilities;

"(B) any recommendations for change in the provisions of this part, or any other Federal law providing support for the education of handicapped children; and

"(C) an evaluation of the effectiveness of the procedures undertaken by each such agency or unit to prevent erroneous classification of children as eligible to be counted under section 611, including actions undertaken by the Commissioner to carry out provisions of this Act relating to such erroneous classification.

In order to carry out such analyses and evaluations, the Commissioner shall conduct a statistically valid survey for assessing the effectiveness of individualized education programs.

"(e) There are authorized to be appropriated for each fiscal year such sums as may be necessary to carry out the provisions of this section.

"Incentive Grants

"Sec. 619.(a) The Commissioner shall make a grant to any State which--

"(1) has met the eligibility requirements of section 612;

"(2) has a State plan approved under section 613; and

"(3) provides special education and related services to handicapped children aged three to five, inclusive, who are counted for the purposes of section 611(a)(1)(A).

The maximum amount of the grant for each fiscal year which a State may receive under this section shall be $300 for each such child in that State.

"(b) Each State which--

"(1) has met the eligibility requirements of section 612,

"(2) has a State plan approved under section 613, and

"(3) desires to receive a grant under this section,

shall make an application to the Commissioner at such time, in such manner, and containing or accompanied by such information, as the Commissioner may reasonably require.

"(c) The Commissioner shall pay to each State having an application approved under subsection (b) of this section the amount to which the State is entitled under this section, which amount shall be used for the purpose of providing the services specified in clause (3) of subsection (a) of this section.

"(d) If the sums appropriated for any fiscal year for making payments to States under this section are not sufficient to pay in full the maximum amounts which all States may receive under this part for such fiscal year, the maximum amounts which all States may receive under this part for such fiscal year shall be ratably reduced. In case additional funds become available for making such payments for any fiscal year during which the preceding sentence is applicable, such reduced amounts shall be increased on the same basis as they were reduced.

"(e) In addition to the sums necessary to pay the entitlements under section 611, there are authorized to be appropriated for each fiscal year such sums as may be necessary to carry out the provisions of this section.

"Payments

"Sec. 620.(a) The Commissioner shall make payments to each State in amounts which the State educational agency of such State is eligible to receive under this part. Any State educational agency receiving payments under this subsection shall distribute payments to the local educational agencies and intermediate educational units of such State in amounts which such agencies and units are eligible to receive under this part after the State educational agency has approved applications of such agencies or units for payments in accordance with section 614(b).

"(b) Payments under this part may be made in advance or by way of reimbursement and in such installments as the Commissioner may determine necessary."

(b)(1) The Commissioner of Education shall, no later than one year after the effective date of this subsection, prescribe--

(A) regulations which establish specific criteria for determining whether a particular disorder or condition may be considered a specific learning disability for purposes of designating children with specific learning disabilities;

(B) regulations which establish and describe diagnostic procedures which shall be used in determining whether a particular child has a disorder or condition which places such child in the category of children with specific learning disabilities; and

(C) regulations which establish monitoring procedures which will be used to determine if State educational agencies, local educational agencies, and intermediate educational units are complying with the criteria established under clause (A) and clause (B).

(2) The Commissioner shall submit any proposed regulation written under paragraph (1) to the Committee on Education and Labor of the House of Representatives and the Committee on Labor and Public Welfare of the Senate, for review and comments by each such committee, at least fifteen days before such regulation is published in the Federal Register.

(3) If the Commission determines, as a result of the promulgation of regulations under paragraph (1), that changes are necessary in the definition of the term "children with specific learning disabilities", as such term is defined by section 602(15) of the Act, he shall submit recommendations for legislation with respect to such changes to each House of the Congress.

(4) For purposes of this subsection:

(A) The term "children with specific learning disabilities" means those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

(B) The term "Commissioner" means the Commissioner of Education.

(c) Effective on the date upon which final regulations prescribed by the Commissioner of Education under subsection (b) take effect, the amendment made by subsection (a) is amended, in subparagraph (A) of section 611(a)(5) (as such subparagraph would take effect on the effective date of subsection (a)), by adding "and" at the end of clause (i), by striking out clause (ii), and by redesignating clause (iii) as clause (ii).

Amendments With Respect to Employment of Handicapped Individuals, Removal of Architectural Barriers, and Media Centers

Sec. 6.(a) Part A of the Act is amended by inserting after section 605 thereof the following new sections:

"Employment of Handicapped Individuals

"Sec. 606. The Secretary shall assure that each recipient of assistance under this Act shall make positive efforts to employ and advance in employment qualified handicapped individuals in programs assisted under this Act.

"Grants for the Removal of Architectural Barriers

"Sec. 607.(a) Upon application by any State or local educational agency or intermediate educational unit the Commissioner is authorized to make grants to pay part or all of the cost of altering existing buildings and equipment in the same manner and to the same extent as authorized by the Act approved August 12, 1968 (Public Law 90-480), relating to architectural barriers.

"(b) For the purpose of carrying out the provisions of this section, there are authorized to be appropriated such sums as may be necessary.".

(b) Section 653 of the Act (20 U.S.C. 1453) is amended to read as follows:

"Centers on Educational Media and Materials for the Handicapped

"Sec. 653.(a) The Secretary is authorized to enter into agreements with institutions of higher education, State and local educational agencies, or other appropriate nonprofit agencies, for the establishment and operation of centers on educational media and materials for the handicapped, which together will provide a comprehensive program of activities to facilitate the use of new educational technology in education programs for handicapped persons, including designing, developing, and adapting instructional materials, and such other activities consistent with the purposes of this part as the Secretary may prescribe in such agreements. Any such agreement shall--

"(1) provide that Federal funds paid to a center will be used solely for such purposes as are set forth in the agreement; and

"(2) authorize the center involved, subject to prior approval by the Secretary, to contract with public and private agencies and organizations for demonstration projects.

"(b) In considering proposals to enter into agreements under this section, the Secretary shall give preference to institutions and agencies--

"(1) which have demonstrated the capabilities necessary for the development and evaluation of educational media for the handicapped; and

"(2) which can serve the educational technology needs of the Model High School for the Deaf (established under Public Law 89-694).

"(c) The Secretary shall make an annual report on activities carried out under this section which shall be transmitted to the Congress.".

Congressional Disapproval of Regulations

Sec. 7(a)(1) Section 431(d)(1) of the General Education Provisions Act (20 U.S.C. 1232(d)(1)) is amended by inserting "final" immediately before "standard" each place it appears therein.

(2) The third sentence of section 431(d)(2) of such Act (20 U.S.C. 1232(d)(2)) is amended by striking out "proposed" and inserting in lieu thereof "final".

(3) The fourth and last sentences of section 431(d)(2) of such Act (20 U.S.C. 1232(d)(2)) each are amended by inserting "final" immediately before "standard".

(b) Section 431(d)(1) of the General Education Provisions Act (20 U.S.C. 1232(d)(1)) is amended by adding at the end thereof the following new sentence: "Failure of the Congress to adopt such a concurrent resolution with respect to any such final standard, rule, regulation, or requirement prescribed under any such Act, shall not represent, with respect to such final standard, rule, regulation, or requirement, an approval or finding of consistency with the Act from which it derives its authority for any purpose, nor shall such failure to adopt a concurrent resolution be construed as evidence of an approaal or finding of consistency necessary to establish a prima facie case, or an inference or presumption, in any judicial proceeding."

Effective Dates

Sec. 8.(a) Notwithstanding any other provision of law, the amendments made by sections 2(a), 2(b), and 2(c) shall take effect on July 1, 1975.

(b) The amendments made by sections 2(d), 2(e), 3, 6, and 7 shall take effect on the date of the enactment of this Act.

(c) The amendments made by sections 4 and 5(a) shall take effect on October 1, 1977, except that the provisions of clauses (A), (C), (D), and (E) of paragraph (2) of section 612 of the Act as amended by this Act, section 617(a)(1)(D) of the Act, as amended by this Act, section 617(b) of the Act, as amended by this Act, and section 618(a) of the Act, as amended by this Act, shall take effect on the date of the enactment of this Act.

(d) The provisions of section 5(b) shall take effect on the date of the enactment of this Act.